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ABSTRACT

The K-12 career education program in the Pickens County Schools, Alabama, is designed to place particular emphasis on the importance of the development of decision-making skills as an aspect of career development. For each stage of career development (awareness, accommodation, exploration, and preparation) key vocational developmental tasks highlight the methods and techniques for individual learners becoming aware of self and the world of work and relating the growing knowledge of self and the occupational options and alternatives to the processes of career development. About half of the document consists of job descriptions for occupations in radio and television grouped according to eight academic areas (English, history, mathematics, economics, sciences, health and physical education, music, and art). A six-page annotated bibliography of career-oriented books for grades K-6 is included. (Author/SA)

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# STREAKING

# Toward Career Decisions

Pickens County Project in Career Education

CE004071

# PICKENS COUNTY PROJECT IN CAREER EDUCATION

The project outlined, herein, was developed as a result of a request from Mr. W. W. Carpenter, Superintendent of Pickens County Schools, and Mr. J. B. Weir, Assistant Superintendent and Director of Career Education. The request for follow-up grew out of a course in Career Education for teachers in the Fall of 1973. Specific projects and programs in career education were planned as part of the classwork. Follow-up, further assistance, and contact with students seemed appropriate.

The content of the project proposal was developed from many sources. The stages, tasks, and activities indicated for the various age and grade levels were checked with the most authoritative sources available for validity and appropriateness. These sources include materials from the following: Dr. Donald Super and Associates, Teachers College, Columbia; Dr. Larry Bailey, Career Development for Children Project, Southern Illinois University; Miller and Form Career Development Model, and the Career Development Program, College of Education, University of Minnesota.

Decision-making is given emphasis in this project, because making decisions, appropriate for the individual's age and grade level, is the heart of career education. The guidelines for assessing the knowledge, understanding, and demonstrated competencies of students are intended to give emphasis to the importance of decision-making at all ages and in all situations. Teachers may want to use these guidelines in developing their own specific behavioral objectives for their career education and programs.

This project proposal was developed by Dr. Cayce C. Scarborough, Mr. Raymond T. Handy, and Mrs. Laura Lea Terrill, Department of Vocational and Adult Education, School of Education, Auburn University. The field work in Pickens County is coordinated and supervised by Mr. J. B. Weir. The 25 teachers involved in the Career Education class and the followup project are listed on a separate page and made a part of the proposal. The cooperation of all these people as well as Dr. R. W. Montgomery, Head, Department of Vocational and Adult Education, and Dr. John Martin, School of Education, for making the financing of the project possible, is acknowledged with appreciation.

January 15, 1974

Cayce C. Scarborough
Project Director

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FACTORS IN DECISION-MAKING IN CAREER DEVELOPMENT

## INTRODUCTION

Research indicates that a major influence in an individual's occupational aspiration is the immediate family. These influences may be negative as well as positive, expecially when the educational level is closely associated with occupational choice. However, when young people are confronted with negative family influences, they may turn to individuals or groups outside the family for guidance. One reason for turning to significant others outside the family is that each young person looks for a model to emulate. Apparently, "The Poor" and "The Black", being disadvantaged, make up the majority of these families where negative influences are operating.

One of the outside influences for many young people is the peer group. At some ages, particularly for early teen-agers, the peer group or a selected sub-group, is a powerful influence.

Still another potential influence is the school. Some evidence indicates that the school is not as influential as it might be; it certainly offers a potential opportunity for becoming a strong influence. In fact, it is our society's best way of reaching young people of all ages. More specifically, programs in Career Education are designed to implement the concept of career development. A key element in this concept is decision-making on the part of the individual. Not only the making of decision as to jobs but to develop and improve the process of decision-making by each individual at all levels, including educational decisions.

## PICKENS COUNTY PROGRAM

Considering the above introduction, we turn to the Pickens County situation with a brief review of special efforts in Career Education to the present (December, 1973) and plans for the next phase of what is expected to be a continuing program.

Beginning more than a year ago there was developed a Career Education Project (December, 1972-November, 1973) for the Pickens County Schools in an effort to make school more meaningful for the boys and girls. A major part of this project has been the development of a Materials Center which has been used widely in the schools throughout the county. Local school libraries have cooperated in making available supplementary materials.

A class for teachers was organized and taught in the Fall of 1973. The Class, VED 450 Career Education, 4 quarter hours, Auburn University, was taught in the county with 25 teachers enrolled. Special projects by each teacher developed around local needs for better career education programs were part of the requirements of the course. Many of these projects are to be continued through the year.

This points up the need for the next step: A closer look at the implementation of the career education concept. Where are we? How well are we doing? Are the special efforts in career education "making school more meaningful for boys and girls"? If not for all, for which ones? Which programs seem more promising at each grade level? What subject areas seem most appropriate for career education emphasis? What basic education areas seem to be learned more effectively through career education emphasis?

## THE PROPOSED NEXT STEP

The exact answers to all of the questions indicated cannot be expected. However, they offer some guidelines for looking at the program. The results of this closer look should indicate direction and emphasis for career education programs in the 1974-75 school year.

Specifically, it is proposed that these questions serve as a focus for the follow-up project with teachers in Pickens County. There will be one or more sessions for teachers in each of the three areas of Carrollton, Reform, and Aliceville. Further, there will be visits to individual schools to see the career education program in operation and to talk with students in the program.

The content of the group sessions would be built around the career education programs in operation and the guidelines for observing programs at various grade levels. Underlying these sessions would be the key question of Decision-Making at particular grade levels. The outline by stages and grade levels indicates the areas of concern. These would be further developed by teachers working at that level.

AWARENESS STAGE (Grades K-3)

Key Vocational Developmental Task: Becoming aware of self and the world of work.

Major Areas and Levels of Competency*

1. Activity. (Level One) As a starting point for learning about self and the broad world of work, the student needs to be aware that day to day activities are purposeful and should be able to identify some of the reasons for human activity. Specific objectives will be concerned with having the student explore and understand the self in terms of activities; develop broad definitions of work and play, and discuss activities of self and others in terms of broad work-play classifications.
2. Interests and "Fantasy" Preferences. Level Two builds on Level One by moving from awareness of human activity, from broadening understanding of work and play, from exploration and classification of activities to identifying relationships between what a person likes to do and the possible choices of future occupational roles. Here we are attempting to use the natural tendencies of children to fantasize about occupations as a base of knowledge to develop more realistic attitudes and understandings.

*Note that these Areas of Competency are numbered through the five stages of vocational development indicating levels.

3. Occupational Roles. In Level Three, the student will be introduced to the organization of work activity in terms of the production of goods and services which will lead to an understanding of the interdependence

of occupational roles. A consideration of various worker roles involved in the production of services or goods is designed to show the range of possible occupations within a student's areas of interest.

4. General Vocational Development Tasks

   a. Identification with a Worker:

      Father, mother, other significant persons. The concept of working becomes an essential part of the ego-ideal.

   b. Developing fundamental skills in reading, writing and calculating

   c. Learning physical skills for ordinary games

   d. Learning to get along with age-mates

   e. Learning an appropriate social role

   f. Developing concepts for everyday living

   g. Developing and clarifying values

   h. Achieving some personal independence.

5. Other specifications of Behaviors which characterize each vocational development task as follows:

   a. Awareness of Self

      1. Describes how the "Self" is perceived as different from others.

      2. Describes how one's health may affect one's work in the home and at school.

      3. Describes ways which one may learn, work and/or play that would be of greatest interest.

   b. Acquiring a Sense of Agency

      1. Constructs an oral or pictoral definition of work.

      2. Lists work tasks one fulfills regularly and identifies reasons why one fulfills them.

3. Describe how one's role as a student is like the adult's role as a worker.

4. Names several occupations in which one may be able to use one's abilities.

5. Identifies the requirements of a given work situation.

c. Identification with a Worker

1. Identifies ways in which one is like workers one knows (physically and mentally).

2. Lists tasks one performs which are similar to those performed by workers one knows.

3. Describes self and the kind of person one wishes to become in light of one's observations of various workers.

4. Identifies those students in one's class who are effective workers and describes the general impression they make.

d. Acquiring Knowledge About Workers

1. Describes the work of significant persons in one's life.

2. Names the occupations held by one's parents, close relatives, neighbors, and others of importance.

3. Lists skills which correspond with the occupation of significant others.

e. Acquiring Interpersonal Skills

1. Demonstrates in a group task that completion of the task depends on cooperation as well as individual proficiency.

2. Describes the effect of pleasant and/or unpleasant relationships on one's ability to work effectively with others.

3. Contributes positively to group effort in a work situation by demonstrating ability to both compromise and exercise influence in the achievement of group goals.

4. Describes how one's influence might help to achieve group goals.

5. Identifies advantages and disadvantages of compromise and influence in a given situation.

f. Acquiring Respect for Other People and the Work They Do

1. Describes the contributions of any different workers to society.

2. Describes how the people in the school and neighborhood needs the help of one another.

3. Describes how the work of women is as important as is the work of men.

4. Identifies the contributions women make to one's life.

5. Identifies the contributions men make to one's life.

6. Describes the changing role of women in the world of work.

ACCOMMODATION STAGE (Grades 4-6)

Key Vocational Developmental Task: Relating growing knowledge of SELF AND THE WORLD OF WORK TO THE PROCESS OF CAREER DEVELOPMENT.

Major Areas and Levels of Competency

1. Self-Appraisal. At this level, self-appraisal becomes more meaningful as students examine their interests and abilities for changes as a result of maturity and education. Opportunities are provided for individuals to express interest, exercise talents, and explore areas in which to develop new interests and abilities. The focus on self-understanding is intended to be a further step in assisting the process of self-concept formation.
2. Occupational Families. In Level Five, students become more familiar with occupational classifications and a wide range of possible occupational roles. An understanding of the relationship between goods and services is extended to include a familiarity with occupational "families" which are contained within the goods and service classifications. An important aspect of this level is that students will, in a laboratory situation, "try on" occupational roles representing each of several specific job families.
3. Understanding Career Development. The purpose of this level is to make students aware of the need to formulate preferences and make decisions, and to introduce the fact that individuals do have some control over their future career by careful planning and decision-making. Students will

also become acquainted with the multiplicity of factors that influence vocational behavior and development. Experiences will be structured which relate the importance of attitudes toward education and planning one's own future to orderly and successful career development.

4. General Vocational Developmental Tasks

   a. Continuing some tasks from awareness stage

   b. Developing concepts of occupational families

   c. Accepting some responsibility for control over one's future.

   d. Understanding and accepting factors in career development that may be outside one's control.

   e. Developing attitudes of planfulness rather than "luck" or "fate" toward the future.

   f. Understanding reality testing through observation, role playing and self-appraisal

5. Other Specifications of Behaviors which characterize each vocational development task as follows:

   a. Developing a Positive Self Concept

      1. Identifies positive characteristics which describes oneself.

      2. Describes positive characteristics which others see in oneself.

      3. Identifies the characteristics which the "self" and others agree that one possesses and those on which they do not agree; lists possible reasons for the disagreement.

      4. Describes how one perceives oneself in terms of interests, abilities, values, and goals.

      5. Identifies occupations in which it would be difficult for the "self" to maintain the values which one now holds.

      6. Describes ways in which one can express oneself through one's work as a student.

b. Acquiring the Discipline of Work

1. Demonstrates effective work habits by utilizing effective communication skills when describing or evaluating types of occupations.

2. Identifies those factors taken into consideration by an employer when choosing from an abundance of job applications.

3. Identifies qualifications an employer would consider important.

4. Identifies an individual goal and constructs a schedule of leisure, work, and home time which will enable one to meet the goal.

5. Demonstrates a personal involvement in the work task and situation with a positive means of solving a problem.

c. Identification with the Concept of work as a Valued Institution

1. Describes how work and leisure time activities are related.

2. Identifies skills one uses in school which makes one's leisure time enjoyable.

3. Identifies and explores two or more broad occupational areas which may offer satisfying work activity.

4. Describes the satisfaction which significant others gain from their occupations.

5. Identifies work oriented interests in the home, school, and community.

6. Identifies personal values placed on work and achievement.

7. Describes the difference between the real and ideal in a work value system.

8. Identifies how and why personal values change as a result of societal values.

d. Increasing Knowledge about Workers

1. Studies workers in various occupations to learn their satisfactions and dissatisfactions.

2. Constructs a sample interview questionnaire for gaining occupational information.

3. Interviews workers in various occupations to learn their satisfactions and dissatisfactions.

4. Interviews workers in the broad occupational areas of one's interests and describes the similarities and differences in the workers satisfactions, interests, attitudes and skills.

5. Describes human resources available to render assistance and guidance to one in the school and the community.

6. Identifies the source of power and authority in the classroom and describes its effect on one's learning activities.

7. Identifies the sources of power and authority in work situations and describes their effect on the worker.

e. Increasing Interpersonal Skills

1. Describes one's mental, physical, and emotional characteristics which are apparent in one's relations with other people as they are relevant to work.

2. Identifies characteristics in one's relations with others which seem to facilitate working with them.

3. Lists characteristics which seem to hinder one's interpersonal relations and describes how one might change them.

4. Describes how a person's welfare is dependent upon the well-being of all people in society.

5. Describes the effect of local and national economy on individual well-being.

6. Lists the local organizations, services, and clubs that contribute to the well-being of the local community and describe their contributions to the community.

7. Displays an awareness of the dynamics of group behavior by successfully functioning as a contributing member of a task oriented group.

f. Increasing Outlook of Self Before Others

1. Selects and performs a task, asking the teacher for suggestion.

2. Describes the performance of work task to peers; identifies and utilizes constructive suggestions.

3. Describes how authority can facilitate completion of one's own task.

4. Lists ways in which one can complete one's task with the help of or in spite of the authority exercised by others.

5. Selects an occupation and describes what would happen to society if that occupation's functions were not performed.

6. Describes how one and one's family are interdependent.

7. Identifies situations in which one's failure to perform makes it impossible for others to fulfill their tasks.

g. Valuing Human Dignity

1. Identifies a variety of ways in which individuals can contribute to the community.

2. Describes the social worth of work by identifying the contributions of a wide range of various occupations to the well being of one's community.

3. Describe the social and economic needs of the community.

4. Constructs a definition of the concept "dignity in all work."

5. Lists workers who directly affect one's life every day.

6. Describes how work in America can help to overcome the social problems which confronts mankind today.

7. Describes what one can do through an occupation as a student to either aggravate or alleviate social problems.

EXPLORATION STAGE (Phase 1, Grades 7-8)

Key Vocational Developmental Task: Preparing to make an intelligent choice of career. (The process of decision-making.)

Major Areas and Levels of Competency

1. Economics and Career Planning. At this level, concepts and principles related to economics and manpower will be introduced. An understanding of the changing nature of manpower supply and demand will provide students with an overall view of employment trends in the 1970's and 1980's. The importance of education and training for effective participation in economic life will be emphasized. Finally, the study of relationships among the economic, social, and psychological aspects of work is designed to help students better understand the reasons why people work and to help them to identify those factors of work which are of primary importance to them.
2. Exploration and Decision-Making. The formulation of a generalized occupational preference and the preparation of an educational plan begins by helping students to become aware of the need to decide on a future occupational goal. This awareness will hopefully increase the motivation for students to study and accumulate information about the many occupations that will be available to them. A unit on self-understanding will be introduced in which the students relate knowledge discovered about themselves to the occupational roles they have studied. The culmination of this unit will be the planning of a project high school program that is compatible

with "Self" characteristics and occupational goals.

3. General Vocational Developmental Tasks

   a. Learning to organize one's time and energy to get a source of work done, such as school work and home chores.

   b. Learning to balance work and play in all situations.

   c. Becoming familiar with the concept of "life styles."

   d. Developing concept of "service to society" as part of choosing a career.

   e. Developing the idea of "forging a career"; insuring that an individual does, indeed, have the major influence in one's career.

4. Other Specifications of Behaviors which characterize each vocational development task as follows:

   a. Clarification of a "Self" Concept

      1. Identifies one's abilities and lists occupations in which they could be utilized.

      2. Describes how several of one's abilities could be utilized in an occupation.

      3. Describes how one could develop one's aptitudes for use in several occupations.

      4. Identifies one's personal values by participating in activities which make one aware of oneself.

      5. Describes ways in which one's behavior at school and at home affects one's immediate family.

      6. Identifies requirements of students and teachers in several situations and describes how one may meet those requirements.

      7. Identifies ways in which one's behavior in a preferred occupation could help one's co-workers and supervisors, and ways in which it could hinder them.

   b. Assumption of Responsibility for Vocational Planning

      1. Identifies various sources of educational-vocational information and describes their relevance for one's life.

2. Describes one's present life goals and relates one's personal resources to these goals.

3. Demonstrates a commitment to the idea that one should have a plan for one's educational-vocational life.

4. Plans one's current school experience so that it fits into the pursuit of one's occupational goals.

5. Identifies academic courses whose completion may aid in the achievement of one's occupational goals.

6. Describes how one's behavior in both academic and non-academic aspects of his school experience can affect achievement of one's occupational goals.

c. Formulation of Career Hypotheses

1. Identifies personal needs and sources of satisfaction which one should consider in planning one's career.

2. Identifies the relevant factors of interest which will be significant for oneself in the selection of a career.

3. Formulates a tentative educational and training plan to prepare oneself for a given occupational field or preferred vocation.

4. Identifies and seeks information about alternative occupations for which training, experience and interest requirements are sufficiently similar to those of preferred occupations that may serve as alternative career possibilities.

d. Acquiring Knowledge of Occupations and Work Settings

1. Makes occupational observations in various work settings as an essential part of one's introduction and exploration into the work culture.

2. Identifies various sources of information on job success and describes how one can utilize them.

3. Identifies social, political, economic and educational factors which may affect success in one's preferred occupations.

4. Describes those factors beyond one's control which operate within the modern work world to stimulate or retard vocational opportunities.

e. Acquiring Knowledge of Educational and Vocational Resources

1. Describes resources available within the school for one's occupational information.

2. Lists community resources for occupational information and describes how one can utilize them.

3. Describes occupational resources available to one in terms of their accuracy, recency and completeness.

4. Identifies factors which may contribute to misinformation about occupations (occupational stereotypes, societal status rankings, incomplete research, and outdated facts).

f. Awareness of the Decision-Making Process

1. Identifies personal values, personal and family aspirations and family background factors which may influence one's vocational decisions.

2. Identifies the vocational and educational options available to one and describes their feasibility.

3. Projects those factors which may inhibit or deter one's educational and vocational progress.

4. Identifies significant others in one's life and lists expectations they may have of one.

5. Describes how the expectations of others affect one's career plans.

6. Identifies ways in which one's career behavior affects the lives of those significantly concerned.

7. Identifies decisions one must make prior to entering an occupation and lists available options.

8. Identifies several ethical questions which confront workers in one's preferred occupation(s) and describes the ways in which those workers have formed acceptable solutions.

g. Acquiring a Sense of Independence

1. Identifies personal characteristics which make one a unique individual.

2. Describes one's physical, mental, emotional, and social abilities and aptitudes.

3. Identifies a wide range of social organizations and describes one's potential as a contributing member of each.

4. Selects from the advice given from significant others that which one can utilize in planning one's career.

5. Describes similarities and differences between one's needs and abilities and the needs and abilities of those giving one advice.

6. Demonstrates an ability to evaluate and cope with varying expectations so that one may satisfactorily perform in a given work situation.

7. Lists and ranks varying expectations according to their importance in successful completion of the work and according to their importance in making the work situation a pleasant one.

EXPLORATION STAGE (Phase 2, Grades 9-10)

Key Vocational Developmental Task: Developing the characteristic of planfulness in decision-making about school program in relation to occupational choice.

Major Areas and Levels of Competency:

1. Implementation of Decision-Making. In many school systems the 9th grade is the first major step in courses and programs continuing through high school, and affecting all later schooling. This should be a time of close examination of self in relation to the chosen program. A decision to change the direction of the school program may be in order.

2. Securing Explanatory Experiences. Although real-life work experiences cannot usually be done at this age, close observation and a "helping experience" can be secured. This should be planned by each individual to test her/his understanding of work roles and her/his reaction to these roles.

3. Evaluating Decision-Making. As the individual moves from exploration to preparation area evaluation of experiences and self-reaction to these is appropriate. Also, an analysis of one's decision-making to date should be revealing and indicate direction to go in the preparation stage. Eight variables in "Readiness for Vocational Planning" were found by Donald Super and Associates to be important at the junior high level.

    a. Factors in curriculum choice.

    b. Factors in Occupactional choice.

    c. Verbalized strengths and weaknesses.

d. Accuracy of self-appraisal.

e. Evidence for self-rating.

f. Interests.

g. Values.

h. Independence of choice.

4. Other Vocational Developmental Tasks

a. Clarifying barriers to moving on to and through the educational programs necessary to the occupational choice. (Entering, financing, completing, etc.)

b. Specifying alternatives within the chosen occupational fields. Not only clusters of occupations but the record of employment of graduates of the program being chosen by the individual.

c. Summarizing the situation to date. A look at decisions thus far dealing with occupational choice and self-reaction. This is a "final" point in crystallizing a vocational preference.

5. General Vocational Developmental Tasks:

a. Making more realistic choices of occupations and educational programs in view of own interests and values.

b. Crystallizing a vocational preference. (Not a "final" choice but a clear preference at this point). The attitudes and behaviors that indicate the individual is doing this task well, are as follows:

1. Awareness of need to crystallize.

2. Use of resources.

3. Awareness of factors to consider.

4. Awareness of contingencies which may affect goals.

5. Sorting out interests and values.

6. Awareness of present-future relationships.

7. Formulation of a generalized preference.

8. Consistency of preference.

9. Possession of information concerning preference.

10. Planning for preferred occupation.

11. Wisdom of the preferred choice.

c. Willingness to invest time and effort in securing information needed for planning.

5. Other specifications of Behaviors which characterize each vocational developmental task as follows:

a. Reality Testing of a Self Concept

1. Describes one's abilities, aptitudes, and other resources in relation to the requirements for preferred occupations.

2. Identifies both actual and potential resources.

3. Describes the physical, mental, social, economic and educational requirements of one's preferred occupations.

4. Identifies the value one places on personal endeavor and achievement compared to societal values.

b. Awareness of Preferred Life Styles

1. Makes explicit one's life style needs and priorities at this point in time.

2. Describes how self characteristics relate to the responsibilities and tasks of one's preferred occupation(s).

3. Identifies life style needs which may be in conflict with the demands of one preferred occupation(s) and assigns them a priority ranking.

c. Reformulation of Career Hypotheses

1. Studies and projects a career plan that will enable one to pursue an occupation which will fulfill the personal needs and values one considers most important.

2. Describes how the image one holds of one's preferred occupation relates to information one receives through occupational literature and real contacts with workers.

3. Seeks information about the way one's preferred occupation(s) may affect one's life style.

d. Increasing Knowledge of and Experience in Work Settings and Occupations

1. Describes the interdependency of all workers and work talents in contributing to the well-being of the community.

2. Describes the roles required of workers in various occupations and assesses the compromises involved in performing these roles.

3. Investigates and discusses the ways in which management, labor and government interact to influence work life.

4. Demonstrates the ability to depend on others and to be depended upon in the work environment.

5. Describes how one can work for social change within one's preferred occupation(s).

e. Acquiring Knowledge of Educational and Vocational Paths:

1. Describes the quality of education, job training, or work experience necessary in preparation for a preferred occupation.

2. Seeks information concerning the content and requirements of educational and training courses that may facilitate occupational goals.

3. Identifies sources of financial aid for further education or training and the requirements or restrictions of specific assistance.

4. Interprets census and occupational outlook data and draws conclusions about employment trends in various occupations.

f. Clarification of the Decision-Making as Related to Self

1. Projects and describes the factors which may influence one's career decisions.

2. Compares immediate rewards with long term rewards in several occupations.

3. Describes potential economic opportunities in relation to personal satisfactions in considering different occupations.

g. Commitment with Tentativeness Within a Changing World

1. Identifies changes in the meanings of work over time and between cultures.

2. Examines social and economic trends for their potential effect upon broad occupational fields and upon opportunities within preferred occupations.

3. Describes how a person's career may be a means to effect social change.

PREPARATION STAGE (Grades 11-12)

Key Vocational Developmental Task: Getting work experience as part of career development through self-evaluation and further decision-making.

Major Areas and Levels of Competency

1. Assuming a Work Role. A major purpose of work experience at this level is to help the individual assume the responsibilities of a work role. Getting the job, performing satisfactorily, and evaluating the experiences are some of the learnings at this stage.
2. Acquiring Identity as a Worker. Becomes aware of structure of the occupation within the world of work. Also how one's particular job is seen within the structure of the work force at the place of business or agency.
3. Identifying the Work Role with Career. It is not always feasible to secure work experience directly related to the individual's chosen career. However, any work experience can be valuable to the individual and one's career if the experience is used to further clarify the self in the work role. Likes, dislikes, understanding others, and self image in relation to work are among the factors that can be examined to advantage by an individual and used in one's own career development.
4. Evaluating Self as a Worker. The major purpose of work experience in career development can be realized only if the individual does a realistic evaluation of self as a worker. One must see that the evaluation of the supervisor or foreperson is part of the life of a worker.

5. Vocational Developmental Tasks:

   a. Keeping as many doors to opportunities open while pursuing immediate occupational goals.

   b. Securing and using the latest information available, including computerized vocational information systems, in occupational areas of interest.

   c. Taking tests of vocational interests and aptitude to add to self-understanding and career development. Discussing results with a counselor. Selecting a person in each major area to interview to get personal views, job requirements, etc. to see how the career might fit self.

   d. Securing detailed information on educational programs necessary for the careers of most interest. Checking self-reaction to these programs, practical barriers to be overcome, plan of approach, etc. Finally, making the necessary moves, applications, visits, interviews, etc., necessary to implement a decision.

6. Other specifications or Behaviors which characterize each vocational development task as follows:

   a. Reality Testing of One's Self Concept

      1. Describes the social roles and social demands one must fulfill for successful performance in one's preferred occupation(s).

      2. Describes the roles of various workers in one's preferred occupation(s) noting the similarities and differences in how they perform and how successful they view themselves.

      3. Demonstrates success in coping with new social and work roles.

      4. Copes with authority exercised by others in ways which lead to effective realization of one's personal goals.

      5. Handles one's position of authority in the work environment in ways which lead to effective realization of personal goals and development of others.

   b. Awareness of Preferred Life Styles

      1. Describes the ways in which one's career choice may affect one's future life style.

      2. Describes life styles and ways of living associated with a few occupations in the broad occupational area or areas of one's choice.

3. Describes how different occupations and work settings vary in the degree of personal freedom to define one's role and activities.

4. Explains how a vocation may contribute to a balanced and productive life.

c. Reformulation of Career Hypotheses

1. Describes how one's preferred occupation can be a source of satisfaction and human expression of "self."

2. Describes the ways in which one's preferred work contributes to the welfare of society.

3. Identifies personal qualities which can be developed and expressed through one's chosen work and/or career.

d. Increasing Knowledge of and Experience in Work Settings and Occupations

1. Describes work as a principal instrument for coping with and changing his own environment.

2. Describes changes within the modern work society which have affected the traditional division of labor by sex.

3. Identifies outcomes of one's work which assist one in coping with one's environment.

4. Describes the roles required of workers in one's preferred occupations and identifies compromises one would have to make to fulfill those roles.

5. Elicits information about what persons with experience and training in one's preferred occupations are receiving as compensation (material and non-material).

e. Acquiring Knowledge of Education and Vocational Paths

1. Identifies the various job ladder or career progression possibilities of a few jobs in several broad occupational areas.

2. Seeks information about what skills are needed to get a job.

3. Identifies skills necessary for success in preferred occupations (s).

4. Identifies and practices appropriate behavior for an employment interview.

5. Identifies information that should be included in a resume and/or application form.

f. Clarification of the Decision-Making as Related to Self.

1. Accepts responsibility for making occupational choices and moving towards occupational goals.

2. Predicts the effect one's career decisions may have upon significant others.

3. Identifies the personal compromises one may have to make in order to attain one's preferred occupational goals.

g. Commitment with Tentativeness Within a Changing World.

1. Makes career plans which take into account the fact that technology and automation influence change and may create the need for transferable skills.

2. Describes the extent to which technological change may affect the employment opportunities and role requirements of one's preferred occupation(s).

3. Identifies skills or knowledge utilized in the preferred occupation(s) which may transfer to another occupation.

## MINORITIES AND CAREER EDUCATION

One of the areas explored in the course on Career Education necessitating further study was "Minorities and Career Education." Using this book as a basis, the following questions were used for class discussions, by a panel, and then by the entire class.

### QUESTIONS FOR DISCUSSION

1. Should career education be important to minorities (Blacks in this case) when basic education is still lacking?
2. How will career education be tied into remedial education?
3. Will the curriculum revision called for by career education be made at the expense of the humanities?
4. If, in the future, man is expected to spend less time earning a living, should not the use of leisure time be given more emphasis?
5. What is the promise of career education to equalize opportunities for girls?
6. Should boys be encouraged to enroll in homemaking courses? Why?
7. Should girls be encouraged to enroll in shop courses? Why?
8. What are you doing to raise the levels of aspiration of students?
9. How do you teach the dignity of all work while raising the levels of aspiration of students?

### CONCLUSION

A closer look at the reaction of individual students to the career education programs should help answer some of these questions as seen by the individuals in Pickens County schools. We should be able to learn if a majority of disadvantaged students feel that being disadvantaged is a major determinant to their career planning, thus greatly influencing their decision-making. Also, we should learn

whether teachers feel that the programs in career education can influence the thinking of these students. If so, should this be an objective? If so, how are some ways of getting this done? Concomitant with the outcomes, we shall make every effort to assist in determining whether or not the Career Education programs help the individuals to improve their decision-making process in vocational development in each of the five stages: (1) Awareness, (2) Accomodation, (3) Exploration-Phase 1, (4) Exploration-Phase 2, and (5) Preparation.

CAREERS IN RADIO AND TELEVISION

for

PICKENS COUNTY PROJECT IN CAREER EDUCATION

In response to the request from Mr. J. B. Weir, Assistant Superintendent of Education, Pickens County Board of Education, extensive work has been undertaken to provide a sample unit on occupational briefs for CAREERS IN RADIO AND TELEVISION. Consequently, the concern of this project was to obtain specific data about career occupations in the two areas for individuals with particular interests or talents in the major diciplines of English, History, Economics, Health and Physical Education, Music and Art, Sciences and Mathematics.

By attempting to identify and develop the interest and/or talents of individuals in these areas, major disciplines will become more meaningful to the students. Too, in the exploration of a particular career choice, the opportunities will prevail for developing more realistic attitudes and understandings about the academic disciplines relative to career development. The prime goal, however, will be preparing the students toward increasing their options for occupational choices. And, the teachers will be able to better analyze and organize the learning tasks within the framework of the fundamentals of educations to satify the students' needs and goals academically, technically, and vocationally.

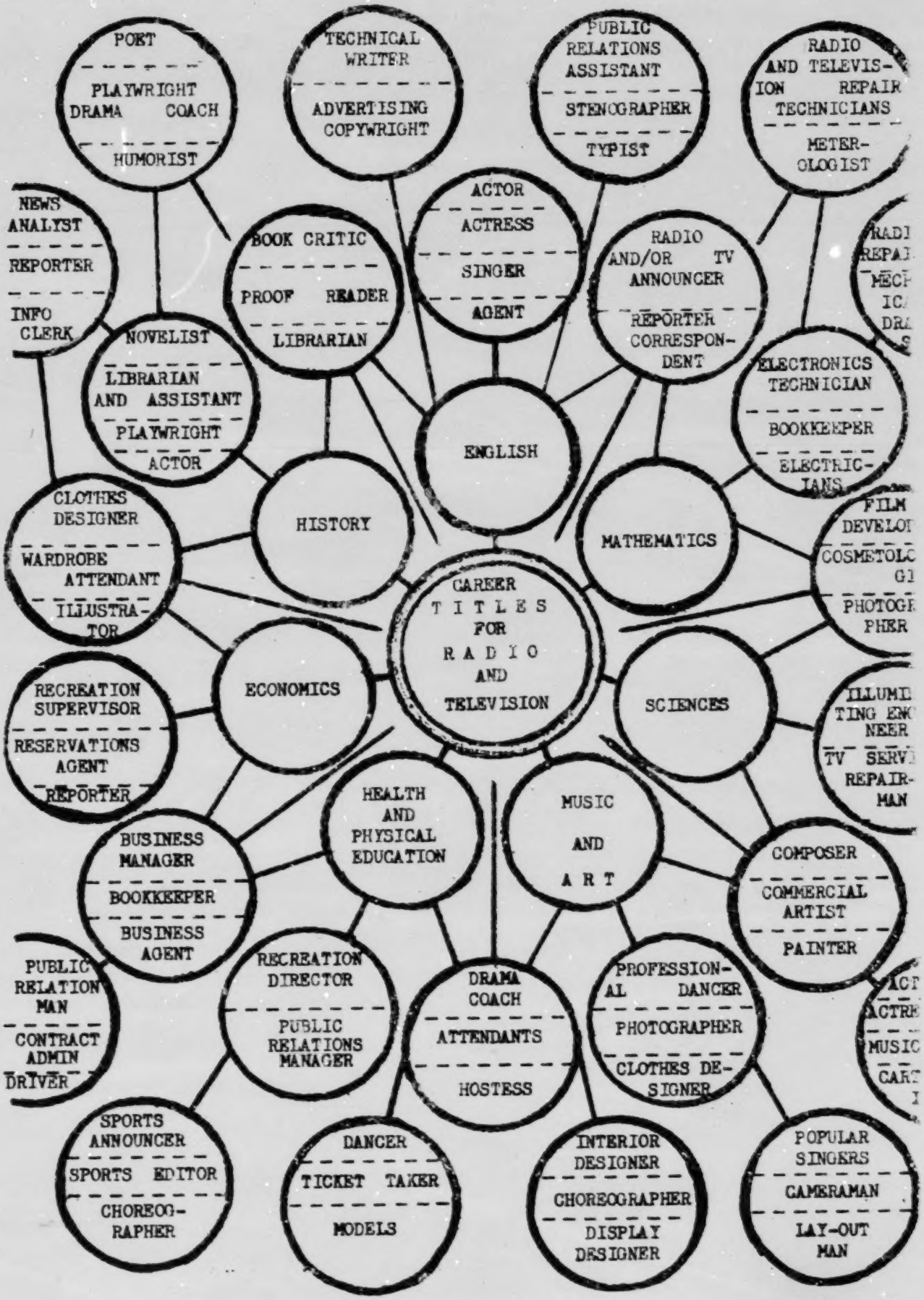
The contents of this project, therefore, are readily usuable for instructional planning and student guidance. These data are intended to assist academic teachers as well as career exploration teachers in helping students to explore, discover, and learn more about the career

occupations available to them in the fields of radio and television. And, the sources may be used for individual and group growth over an extended period of time from kindergarten through grade 12.

The project is one phase of a continuing program of career education in Pickens County. The occupational clusters and source materials were developed and collected by Mr. Raymond T. Handy and Mrs. Laura Lea Terrill from many selected materials compiled by Mr. James Bob Drake and Mrs. Alice S. Morgan, Occupational Research and Development Unit, Auburn University, Auburn, Alabama.

April 2, 1974

Cayce C. Scarborough
Project Director


CAREER TITLES FOR RADIO AND TELEVISION
ENGLISH
HISTORY
MATHEMATICS
ECONOMICS
SCIENCES
HEALTH AND PHYSICAL EDUCATION
MUSIC AND ART
POET
PLAYWRIGHT
DRAMA COACH
HUMORIST
TECHNICAL WRITER
ADVERTISING COPYWRIGHT
PUBLIC RELATIONS ASSISTANT
STENOGRAPHER
TYPIST
RADIO AND TELEVISION REPAIR TECHNICIANS
METEOROLOGIST
NEWS ANALYST
REPORTER
INFO CLERK
BOOK CRITIC
PROOF READER
LIBRARIAN
ACTOR
ACTRESS
SINGER
AGENT
RADIO AND/OR TV ANNOUNCER
REPORTER
CORRESPONDENT
NOVELIST
LIBRARIAN AND ASSISTANT
PLAYWRIGHT
ACTOR
ELECTRONICS TECHNICIAN
BOOKKEEPER
ELECTRICIANS
CLOTHES DESIGNER
WARDROBE ATTENDANT
ILLUSTRATOR
RECREATION SUPERVISOR
RESERVATIONS AGENT
REPORTER
BUSINESS MANAGER
BOOKKEEPER
BUSINESS AGENT
COMPOSER
COMMERCIAL ARTIST
PAINTER
PUBLIC RELATION MAN
CONTRACT ADMIN
DRIVER
RECREATION DIRECTOR
PUBLIC RELATIONS MANAGER
DRAMA COACH
ATTENDANTS
HOSTESS
PROFESSIONAL DANCER
PHOTOGRAPHER
CLOTHES DESIGNER
SPORTS ANNOUNCER
SPORTS EDITOR
CHOREOGRAPHER
DANCER
TICKET TAKER
MODELS
INTERIOR DESIGNER
CHOREOGRAPHER
DISPLAY DESIGNER
POPULAR SINGERS
CAMERAMAN
LAY-OUT MAN

## OCCUPATIONS FOR PERSONS WITH AN INTEREST OR TALENT IN ENGLISH

Book Critic 132.288

Reads and evaluates manuscripts of books to determine their suitability for publication, acting as consultant to publishing house: Recommends acceptance, rejection, or modification of manuscript to EDITOR, BOOK, according to appraisal of writing style, plot, probable public acceptance of book, and similar factors. May evaluate poems, articles, scripts, and other material submitted for publication or presentation.

Exploitation Man 164.068

Writes publicity material for advertising opening of motion picture, arranges for screen celebrities to appear before groups and organizations, and secures agreements for theater to receive free advertising from business firm in exchange for advertising of firm's products or services by theater: Selects and assembles publicity from brochures for newspapers, posters, radio, and television. Writes local news releases and submits photographs to newspapers for publication. Writes script for radio and television advertising.

Actor 150.048

Portrays role in dramatic production to interpret character or present characterization to audience: Rehearses part, learning lines and cues as directed. Interprets comic or serious parts by speech and gesture. May sing and dance. May specialize in portraying particular type of part and be designated CHARACTER ACTOR; JUVENILE; LEADING MAN. Feminine titles: ACTRESS; CHARACTER ACTRESS; INGENUE; LEADING LADY.

Radio & T.V. Announcer 159.148

Introduces various types of radio or television programs, interviews guest, and acts as MASTER OF CEREMONIES. Reads news flashes, identifies station by giving call letters. Gives necessary network cues to CONTROL-ROOM MAN so that selected stations connected by telephone lines may receive intended programs. Describes public events, such as parades and conventions, speaking extemporaneously. In small stations may perform additional duties, such as operating control board or recording machines, selling time, and writing scripts and news copy. May keep records of programs in which he participates. May be designated according to area of work as RADIO ANNOUNCER; TELEVISION ANNOUNCER. May read advertising copy at specified times during broadcast and be designated as COMMERCIAL ANNOUNCER. When announcing programs of local interest may be designated as LOCAL ANNOUNCER. When announcing programs for transmission over network and affiliated stations may be designated as NETWORK ANNOUNCER.

requested. Keeps records of material removed, stamps material received, traces missing file folders, and types indexing information on folders. May enter data on records. May be designated according to subject matter filed as CHANGE-OF-ADDRESS CLERK; SUBSCRIPTION CLERK; or according to material filed as ADDRESSOGRAPH-PLATE-FILE CLERK; FILE CLERK, CORRESPONDENCE; FILE CLERK, DRAWINGS. May file according to phonetic spelling and be designated FILE CLERK, SOUNDEX SYSTEM.

Poet 130.088

Composes narrative, dramatic, or lyric poetry for magazines, books, or other publications, usually on free-lance basis, choosing own subject matter and suitable form to express personal feeling and individual experience, or to narrate story or event. May write doggerel or other verse about specified themes for special assignments or for syndicated columns to be used in daily newspapers.

Playwright 131.088

Writes original plays, such as tragedies, comedies, or dramas, or adapts themes from fictional, historical or narrative sources, for dramatic presentation. Writes plays, usually involving action, conflict, purpose, and resolution to depict series of events from imaginary or real life. Writes dialogue and describes action to be followed during enactment of play. Revises script during rehearsals and preparation for initial showing.

Secretary-Stenographer-Typist 201.368

Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or on Stenotype machine and transcribes notes on typewriter, or transcribes from voice recordings. Composes and types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes call to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May arrange travel schedule and reservations. May compile and type statistical reports. May supervise clerical workers. May keep personnel records. May record minutes of staff meetings.

Singer 152.048

A term applied to one who gives expression to harmony, melody, and rhythm or music by means of human voice. May be known according to voice range, as baritone, contralto, soprano, tenor.

Technical Writer 139.288

Writes, in clear and concise language, service manuals and related technical publications concerned with installation, operation, and maintenance of electronic, electrical, mechanical, and other equipment: Acquires or verifies technical knowledge of subject by interviewing workers engaged in developing new equipment or in making improvements, observing performance of experiments and methods of production, and referring to blueprints, sketches, engineering drawings and notes, trade and engineering journals, and manuance of experiments and methods of production, and by rewrites articles, bulletins, manuals, or similar publications. Oversees preparation of illustrative material, making rough sketches to aid artist in making final drawings, and selects photographs, drawings, sketches, diagrams, and charts. May assist in preparation and layout of work for publication. May specialize in subject area and be designated TECHNICAL WRITER, ELECTRONIC-SERVICE PUBLICATIONS.

Advertising Copywriter 132.088

Consults with ACCOUNT EXECUTIVE and media and marketing representatives to obtain information about product or service and to discuss style and length of advertising copy, considering budget and media limitations. Writes original copy for newspapers, magazines, billboards, and transportation advertising. Writes scripts for radio and television advertising. Presents copy to ACCOUNT EXECUTIVE for client's approval.

Public Relations Man 165.068

Plans and conducts public relations programs designed to procure publicity for groups, organizations, or institutions through such media as magazines, newspapers, radio, and television: Selects and assembles publicity material that accords with organizational policy. Writes news releases and submits photographs to newspapers. Writes scripts for radio and television presentation, such as spot announcements, cooperative broadcasts, or educational programs, to promote facilities, services, and activities of organization. Directs advertising campaigns in newspapers and magazines, or on radio and television, purchasing space or time as required. Assigns and approves art work, such as posters, signs, or displays. Participates in community and civic programs. May edit material and direct preparation of organization publications. May direct public opinion polls to obtain information on effectiveness of advertising and public relations programs.

Humorist 139.088

Writes humorous articles for publication, choosing own subject matter, or writing humor on particular subject for specific occasion. May specialize in writing comedy routines, gags, or special material for entertainers and be designated as GAG WRITER; or may write comedy shows for radio and television presentation and be designated as COMEDY WRITER.

Librarian 100.168

Maintains library collection of books, periodicals, documents, films, recording, and other materials, and assists groups and individuals to locate and obtain materials: Furnishes information on library activities, facilities, rules, and services. Explains use of reference sources, such as bibliographic indexes and reading guides, to locate information. Describes or demonstrates procedures for searching catalog files and shelf collections to obtain materials. Searches catalog files and shelves to locate information. Issues and receives materials for circulation or for use in library. Assembles and arranges displays of books and other library materials. Performs variety of duties to maintain reference and circulation matter, such as copying author's name and title on catalog cards and selecting and assembling pictures and newspaper clippings. Answers correspondence on special reference subjects. May compile book titles, according to subject matter or designated interests, to prepare reading lists. May select, order, catalog, and classify materials. May be designated according to specialized function as CIRCULATION LIBRARIAN; READERS'-ADVISORY-SERVICE LIBRARIAN. When engaged in locating information on specific subjects is known as REFERENCE LIBRARIAN.

Proofreader 209.688

Reads typescript or proof of type setup to detect and mark correction any grammatical, typographical, or compositional errors, by either of the following methods: (1) Places proof and copy side by side on reading board. Reads proof against copy, marking by standardized code, errors that appear in proof. Returns marked proof for correction and later checks corrected proof against copy. (2) Reads and corrects proof while COPY HOLDER (clerical) reads aloud from original copy or reads proof aloud to COPY HOLDER (clerical) who calls out discrepancies between proof and copy.

Reporter Correspondent 132.268

Reports stories, articles, and news items by mail, telephone, radio, or telegraph from rural areas, State or National Capitals, foriegn countries, or other locations distant from publishing establishment or broadcasting station. When stationed overseas, is knows as FOREIGN CORRESPONDENT. When associated with radio or television network or station, performs duties of NEWS ANALYST, BROADCAST.

File Clerk 209.388

Files correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matter, phonetic spelling, or other system: Reads incoming materials and sorts according to file system. Places material in file cabinet, drawers, boxes, or in special filing cases. Locates and removes material from files when

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**Librarian 100.168**

Maintains library collection of books, periodicals, documents, films, recordings, and other materials, and assists groups and individuals to locate and obtain materials: Furnishes information on library activities, facilities, rules, and services. Explains use of reference sources, such as bibliographic indexes and reading guides, to locate information. Describes or demonstrates procedures for searching catalog files and shelf collections to obtain materials. Searches catalog files and shelves to locate information. Issues and receives materials for circulation or for use in library. Assembles and arranges displays of books and other library materials. Performs variety of duties to maintain reference and circulation matter, such as copying author's name and title on catalog cards and selecting and assembling pictures and newspaper clippings. Answers correspondence on special reference subjects. May compile book titles, according to subject matter or designated interests, to prepare reading lists. May select, order, catalog, and classify materials. May be designated according to specialized function as CIRCULATION LIBRARIAN; READERS'-ADVISORY-SERVICE LIBRARIAN. When engaged in locating information on specific subjects is known as REFERENCE LIBRARIAN.

**Library Assistant 249.368**

Compiles records, sorts and shelves books, and issues and receives library materials, such as books, films, and phonograph records: Records identifying data and due date on cards by hand or using photographic equipment to issue books to patrons. Inspects returned books for damage, verifies due-date, and computes and receives overdue fines. Reviews records to compile list of overdue books, and issues overdue notices to borrowers. Sorts books, publications and other items according to classification code and returns them to shelves, files, or other designated storage area. Locates books and publications for patrons. Issues borrower's identification card according to established procedures. Files cards in catalog drawers according to system. Repairs books, using mending tape and paste and brush. Answers inquiries of non-professional nature on telephone and in person and refers persons requiring professional assistance to LIBRARIAN. May type material cards or issue cards and duty schedules. May be designated according to type of library as BOOKMOBILE CLERK; BRANCH-LIBRARY CLERK; or according to assigned department as LIBRARY CLERK, ART DEPARTMENT; or may be known according to tasks performed as LIBRARY CLERK, BOOK RETURN.

Actor 150.048

Portrays role in dramatic production to interpret character or present characterization to audience: Rehearses part, learning lines and cues as directed. Interprets comic or serious parts by speech and gesture. May sing and dance. May specialize in portraying particular type of part and be designated CHARACTER ACTOR; JUVENILE; LEADING MAN. Feminine titles: ACTRESS; CHARACTER ACTRESS; INGENUE; LEADING LADY.

Novelist 130.088

Plans and writes original story in such literary form as book, play, or magazine article, usually for specific type of publication: Chooses own subject for theme of story in such areas as fiction, nonfiction, or drama. Charts plot, which usually involves complication of incidents, period of suspense, and final outcome, in developing story line. Rewrites story until it is in its best form. Writes feature story or magazine article on assignment, or submits unassigned articles for publication on approval. May be designated according to type of writing done as MAGAZINE WRITER; NOVELIST; STORY- STORY WRITER.

Playwright 131.088

Writes original plays, such as tragedies, comedies, or dramas, or adapts themes from fictional, historical or narrative sources, for dramatic presentation: Writes plays, usually involving action, conflict, purpose, and resolution to depict series of events from imaginary or real life. Writes dialogue and describes action to be followed during enactment of play. Revises script during rehearsals and preparation for initial showing.

Studio Wardrobe Attendant 346.878

Cleans, presses, mends, and alters costumes of DANCERS and minor 'part'players in theatrical productions, such as musical, ice, or night-club shows.

Clothes Designer 142.081

Creates designs and prepares patterns for new types and styles of men's, women's, and children's wearing apparel or knitted garments: Roughly sketches outline of pattern on printed forms. Draws various parts of garment to full scale on sheet of paper, using ruler and drawing instruments. Cuts out drawings with scissors to make pattern for experimental garment. Writes specifications for garment, describing construction, color scheme, and type of fabric to be used. Examines experimental garment on model and makes any necessary changes to pattern. Shows new styles to salesmen at style shows and sales meetings that are held at plant or throughout country. Makes frequent trips to various garment centers to keep in touch with new styles. May be designated according to clothes designed as MEN'S CLOTHING DESIGNER: WOMEN'S CLOTHING DESIGNER.

Research Assistant II.109.288

Conducts research on historical monuments, buildings, and scenes to reconstruct them to scale in dioramas for use of fine arts students or other purposes: Collects information from libraries, museums, and art institutes. Oversees construction of dioramas to maintain proper size, color, and costumes in diorama.

Recreation Supervisor 187.118

Supervises paid and volunteer recreation service personnel in public department, voluntary agency, or similar type facility, such as community centers or swimming pools: In public recreation serves as deputy to superintendent in promotion and administration of recreation program, including music, dance, arts and crafts, social recreation and games, and camping. Demonstrates leadership skills, techniques, and methods, or assists others to do so. Introduces new program activities, equipment, and materials to staff. Trains personnel and evaluates performance. Interprets recreation service to public and participates in community meetings and organizational planning. When in agency setting, such as settlement house, institution for children or aged, hospital, armed services, or penal institutions, works with other service departments. Adapts recreation programs to meet needs of individual agency or institution. May work in team with administrative or other professional personnel, such as those engaged in medicine, social work, nursing, psychology, and therapy to insure that recreation is well balanced, coordinated, and integrated with special services.

Illustrator 141.081

Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs: Studies design layout or proposed sketch, and selects techniques, such as pen and ink, watercolor, pastels, scratchboard, tempera, or oils, best suited to produce desired visual effect and to conform with printing method specified. Executes design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specialization as ADVERTISING ILLUSTRATOR; BOOK ILLUSTRATOR; CATALOG ILLUSTRATOR; MAGAZINE ILLUSTRATOR; POSTER ARTIST.

Information Clerk 237.368

Answers inquiries of persons coming to establishment: Provides information regarding activities carried on, in or outside of establishment, and the location of departments, offices, and employees within organization. In retail establishment informs customer of location of store merchandise. In hotel, supplies information concerning services, such as laundry and valet services. Receives and answers requests for information from company officials and employees. May call employees or officials to information desk to answer inquiries. May keep record of questions asked.

News Specialist 132.068

Analyzes news and writes syndicated articles for newspaper publications: Attends public gatherings, such as press conferences, political conventions, or sessions of Congress, to interpret news events and trends. Writes personalized stories of events for publication. Interviews public personalities, such as government officials, military leaders, and statesmen, to obtain information for exclusive feature articles. May forecast news developments in articles. May specialize in fields such as politics, military affairs, or government activities.

News Analyst, Broadcast 131.068

Analyzes, interprets, and broadcasts news received from various sources: Examines news items of local, national, and international significance. Prepares script for broadcasts over radio or television station or network. May specialize in particular field of news reporting, such as economic, political, or military.

Reporter 132.268

Collects and analyzes facts about news-worthy events by interview, investigation, or observation, and writes newspaper stories conforming to prescribed editorial techniques and format: Reports to scene of beat or special assignment, as directed. Interviews persons and observes events to obtain and verify story facts and to develop leads for future news items. Takes notes and reads publicity releases, copies of speeches, or similar materials to facilitate organization and writing of story. Types or writes story, referring to reference books, newspaper files, or other authoritative sources to secure additional relevant facts that may influence viewpoint of story. Refers stories to supervising editor for approval. Receives and evaluates news tips and suggestions for future stories. Monitors police and fire radio communications to obtain news story leads. May transmit details of news items to REWRITE MAN II, using telephone. May take photographs to illustrate stories. May specialize in one type of story, such as sports events, fires, accidents, political affairs, court trails, or police activities. When not assigned to specific beat is known as GENERAL-ASSIGNMENT REPORTER.

Critic 132.088

Writes critical reviews on merits of literary or artistic works for newspapers or periodicals: Reads books, attends art exhibits, or stage, screen, and musical performances, and forms critical opinions of them based on knowledge, judgment, and experience. Writes criticisms, usually making comparisons with other work or productions, and discussing such pertinent factors as artistic motif, expression, and technique. May be designated according to major field of interest as ART CRITIC; BOOK CRITIC I; DRAMA CRITIC; MOVIE CRITIC; MUSIC CRITIC.

Reservations Ageny 912.368

Makes and confirms reservations for passengers on scheduled airline flights: Arranges reservations and routing for passengers at request of TICKET AGENT or customer, using timetables, airline manuals, reference guides, and tariff book. Inspects availability board to determine seats available, and prepares reservation card. Telephones customer or TICKET AGENT to advise of changes in flight plan or to cancel or confirm reservation. May specialize in certain types of flights, such inter-continental or charter. May maintain advance or current inventory of available passenger space on flights. May advise load control personnel and other stations of changes in passenger itinerary to control space and insure utilization of seating capacity on flights.

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Electronic Technician 003.181

Applies electronic theory, principles of electrical circuits, electrical testing procedures, engineering mathematics, physics, and related subjects to layout, build, test, troubleshoot, repair, and modify developmental and production electronic equipment, such as computers, missile-control instrumentation, and machine-tool numerical controls: Discusses layout and assembly problems with ELECTRONIC ENGINEER and draws sketches to clarify design details and functional criteria of electronic units. Assembles experimental circuitry (breadboard) or complete prototype model according to engineering instructions, technical manuals, and knowledge of electronic systems and components and their functions. Recommends changes in circuitry or installation specifications to simplify assembly and maintenance. Sets up standard test apparatus or contrives test equipment and circuitry, and conducts functional, operational, environmental, and life tests to evaluate performance and reliability of prototype or production model. Analyzes and interprets test data. Adjusts, calibrates, alines, and modifies circuitry and components and records effects on unit performance. Writes technical reports and develops charts, graphs, and schematics to describe and illustrate systems operating characteristics, malfunctions, deviations from design specifications, and functional limitations for consideration by professional engineering personnel in broader determinations affecting systems design and laboratory procedures. May operate bench lathes, drills, and other machine tools to fabricate nonprocurable items, such as coils, terminal boards, and chassis. May check out newly installed equipment in airplanes, ships, and structures to evaluate system performance under actual operating conditions. May instruct and supervise lower grade technical personnel. May be designated according to specialization in electronic applications as COMPUTER-LABORATORY TECHNICIAN; DEVELOPMENT-INSTRUMENTATION TECHNICIAN; ELECTRONIC-COMMUNICATIONS TECHNICIAN; ELECTRONIC TECHNICIAN, NUCLEAR REACTOR.

Draftsman 017.281

Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes, according to specified dimensions: Makes final sketch of proposed drawing, checking dimension of parts, materials to be used, relation of one part to another, and relation of various parts to whole structure. Makes any adjustments or changes necessary or desired. Inks in all lines and letters on pencil drawings as required. Exercises manual skill in manipulation of triangle, T-square, and other drafting tools. Lays tracing paper on drawing and traces drawing in ink. Draws

charts for representation of statistical data. Draws finished designs from sketches. Utilizes knowledge of various machines, engineering practices, mathematics, building materials, and other physical sciences to complete drawings.

Electrician 824.281

Plans layout and installs and repairs wiring, electrical fixtures, apparatus, and control equipment: Plans new or modified installations to minimize waste of materials, provide access for future maintenance, and avoid unsightly, hazardous, and unreliable wiring, consistent with specifications and local electrical code. Prepares sketches showing location of all wiring and equipment or follows diagrams or blueprints prepared by others, insuring that concealed wiring is installed before completion of future walls, ceilings, and flooring. Measures, cuts, bends, threads, assembles, and installs electrical conduit, using such tools as hacksaw, pipe threader, and conduit bender. Pulls wiring through conduit, assisted by ELECTRICIAN HELPER. Splices wires by stripping insulation from terminal leads with knife or pliers, twisting or soldering wires together, and applying tape or terminal caps. Connects wiring to lighting fixtures and power equipment, using handtools. Installs control and distribution apparatus, such as switches, relays, and circuitbreaker panels, fastening them in place with screws or bolts, using drills, masonry chisels, hammer, anchor bolts, and wrench. Connects power cables to equipment leads. Tests continuity of circuit to insure electrical compatibility and safety of all components, using standard oscilloscope. Observes functioning of installed equipment or system to detect hazards and need for adjustments, relocation, or replacement. May repair faulty equipment or systems. May be required to hold license. May cut and weld steel structural members, using flame-cutting and welding equipment. May be designated according to work location as MINE ELECTRICIAN.

Radio Repairman 720.281

Repairs radio receivers, phonographs, recorders, and other electronic-audio equipment, using circuit diagrams and test meters: Tests wiring, tubes, resistors, and other parts, using electronic test equipment, such as volt-meters and oscilloscopes, to locate defects. Replaces defective parts, using handtools, and solders loose connections with soldering iron. May compute charges for labor and materials. May install radios in automobiles. May be designated according to type of radio repaired as AUTOMOBILE RADIOMAN; RADIO REPAIRMAN, DOMESTIC.

Meteorologist 025.088

Studies and interprets atmospheric conditions and related meteorological data to forecast immediate and long range changes in weather. Analyzes and interprets synoptic charts, maps, prognostic charts, and meteorological data, such as barometric pressure, temperature, humidity, wind velocity, and areas of precipitation, to make forecast. Investi-

gates meteorological aspects of radio propagation, aurora and air glow, and cosmic rays. Conducts research into long range forecasting, severe weather phenomena, solar heating, and other problems. Draws isobars on surface maps, indicating fronts, areas of precipitation, high and low barometric pressure, and falling and rising pressure, and predicts movements of fronts, precipitation, and pressure areas. Advises AIRPLANE PILOT, COMMERCIAL and other flight personnel regarding meteorological data, such as winds aloft, ceilings, visibility, icing conditions, thunderstroms, and other forms of turbulence, and movements of cloud formations.

Carpenter 860.381

Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools, and conforming to local building codes: Studies blueprints, sketches, or building plans, for information pertaining to type of material required, such as lumber or fiberboard, and dimensions of structure or fixtures to be fabricated. Selects specified type of lumber or other materials. Prepares layout, using rule, framing square, and calipers. Marks cutting and assembly lines on materials, using pencil, chalk, and marking gage. Shapes materials to prescribed measurements, using saws, chisels, and planes. Assembles cut and shaped materials and fastens them together with nails, dowel pins, or glue. Varifies trueness of structure with plumb bob and carpenter's level. Erects framework for structures and lays subflooring. Builds stairs and lays out and installs partitions and cabinet work. Covers sub-floor with building paper to keep out moisture and lays hardwood, parquet, and woodstrip-block floors by nailing floors to subfloor or cementing them to mastic or asphalt base. Applies shock-absorbing, sound-deadening, and decorative paneling to ceilings and walls. Fits and installs prefabricated windows frames, doors, doorframes, weather stripping, interior and exterior trim, and finish hardware, such as locks, letter drops, and kick plates. Constructs concrete forms and pouring chutes. Erects scaffolding and ladders for assembling structures above ground level. May weld metal parts to steel structural members. When specializing in particular phase of carpentry, is designated according to specialty as LAYOUT CARPENTER; PARQUETRY-FLOOR LAYER. When specializing in finish carpentry, such as installing interior and exterior trim, building stairs, and laying hardwood floors, is designated FINISH CARPENTER. When erecting frame buildings and performing general carpentry work in residential construction, is designated FRAMING CARPENTER: HOUSE CARPENTER. May perform carpentry work in construction of walk-in freezers and environmental test chambers and be designated CARPENTER, REFRIGERATOR.

Bookkeeper 210.388

Keeps records of financial transactions of establishment: Verifies and enters details of transactions as they occur or in chronological order in account and cash journals from items, such as sales slips, invoices, check stubs, inventory records, and requisitions. Summarizes details on separate ledgers, using adding machine, and transfers data to general

ledger. Balances books and compiles reports to show statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of business. Calculates employee wages from plant records of timecards and makes up checks or withdraws cash from bank for payment of wages. May prepare-withholding, Social Security, and other tax reports. May compute, type and mail monthly statements to customers. May complete books to or through trial balance. May operate calculating and bookkeeping machines.

RADIO AND TELEVISION
OCCUPATIONS FOR PERSONS WITH
AN INTEREST OR TALENT IN SCIENCE

Cosmetologist 332.271

Provides beauty services for customers: Suggests coiffure according to physical features of patron and current styles, or determines coiffure from instructions of patron. Styles hair by cutting, trimming, and tapering, using clippers, scissors, and razors. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Applies water or waving solutions to hair and winds hair around rollers, or pin curls and finger-waves hair. Applies bleach, dye, or tint, using hands or cotton pads, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Suggests cosmetics for conditions, such as dry or oily skin. Applies lotions and creams to customer's face and neck to soften skin and lubricate tissues. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes. Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows or eyelashes, removing unwanted hair, applying solutions that straignten hair or retain curls or waves in hair, and waving or curling hair. Cleans, shapes, and polishes fingernails and toenails. May be designated according to beauty service provided as FACIAL OPERATOR, FINGER WAVER; HAIR TINTER; MARCELLER; PERMANENT WAVER; SHAMPOOER.

Engineer Electrical 824.281

A term applied to persons who possess educational qualifications, work experience, and legal certification where required as established by engineering schools, employers, and licensing authorities, for employment in various fields of engineering. Engineers typically function in one or more activities, such as research, development, design, production, consulting, administration and management, teaching, technical writing or technical sales and services. Classifications are made according to one or more fields of engineering in which individual is qualified for employment, such as electrical or electronic.

Engineer's Aid

A term applied to a worker who works in direct support of ENGINEERS or SCIENTISTS, utilizing theoretical knowledge of fundamental scientific, engineering mathematical, or draft design principles. Solves practical problems encountered in fields of specializations, such as those concerned with development of electrical and electronic circuits, and establishment of testing methods for electrical, electronic, electromechanical, and hydromechanical devices and mechanisms; application of engineering principles in solving design, development, and modification problems of

parts or assemblies for products of systems; and application of natural and physical science principles to basic or applied research problems in fields such as metallurgy, chemistry, and physics. May specialize in working with ENGINEERS and be designated ENGINEERING AID.

Television Service and Repairman 720.281

Repairs and adjusts radios and television receivers, using handtools and electronic testing instruments: Tunes receiver on all channels and observes audio and video characteristics to locate source of trouble. Adjusts controls to obtain desired density, linearity, focus, and size of picture. Examines chassis for defects. Tests voltages and resistances of circuits to isolate defect following schematic diagram and using voltmeter, oscilloscope, signal generator, and other electronic testing instruments. Tests and changes tubes. Solders loose connections and repairs or replaces defective parts, using handtools and soldering iron. Repairs radios and other audio equipment. May install television sets.

Photographer 143.062

Photographs persons, motion picture sets, merchandise, exteriors and interiors, machinery, and fashions to be used in advertising and selling: Arranges equipment, such as lighting, screens, and shades, and moves objects, such as backdrops and props, to obtain desired effects. Loads film in film holders. Sets camera for correct angle and distance, adjusts lens for focus, and places negative plate in camera. Removes slide from plate, and squeezes lens-shutter bulb to open lens shutter and expose plate. Mixes solutions and chemicals used in developing plates and films and printing positives. Enlarges, reduces, and intensifies prints. May take portraits.

Illuminating Engineer 003.081

Designs lighting equipment and systems: Studies production, measurement, and application of light to obtain optimum performance with the most economical equipment and its proper arrangement: Designs lamps and light-control equipment, such as reflectors and lenses, and measures distribution and output of lamps. Plans installation of lighting systems for buildings, streets, tunnels, fields, and outdoor display. Oversees spacing, mounting, and size of equipment to light adequately objects to be seen and supervises its installation.

Film Developer 976.782

Operates and regulates speed of motion-picture-film-developing machine to insure required density of image being produced: Watches exposed film passing through machine to determine density of image. Controls length of time film remains in developing solution by adjusting speed of machine or by raising and lowering evavators to shorten or lengthen path of film through solution. May develop positive or negative films only and be designated accordingly as NEGATIVE DEVELOPER; POSITIVE DEVELOPER.

Weather Observer 025.288

Observes and records weather conditions for use in forecasting: Periodically observes general weather, sky and visibility conditions, and reads weather instruments including thermometers, barometers, and hydrometers to ascertain elements, such as temperature, barometric pressure, wind velocity, visibility, and precipitation. Calculates winds aloft by following balloon's ascent with theodolite, recording angles of azimuth and elevation at specific time intervals, and converting readings into wind speed and direction, using charts and mathematical tables. Decodes weather data received by teletypewriter and plots synoptic charts of large geographical areas, such as North America.

RADIO AND TELEVISION
OCCUPATIONS FOR PERSONS WITH
AN INTEREST OR TALENT IN
HEALTH AND PHYSICAL EDUCATION

Recreation Director 195.228

Conducts recreation activities with assigned groups in public department or voluntary agency: Organizes, promotes, and develops interest in activities, such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies. Cooperates with other staff members in conducting community wide events and works with neighborhood groups to determine recreation interests and needs of all ages. Works under close supervision of RECREATION SUPERVISOR. Cooperates with recreation and nonrecreation personnel when in agency setting, such as settlement house, institution for children or aged, hospital, armed services, or penal institution.

Sports Editor 132.038

Directs sports department of newspaper: Assigns REPORTERS to obtain news coverage of sporting events and sports personalities. Edits copy received from REPORTERS, according to established format, style, and rules of syntax. Attends games and events and interviews sports personality to obtain information for news stories, columns, or feature articles. May perform promotional work for sports activities sponsored by newspaper, such as conducting benefit football or basketball games, sports car races, or other events. In small establishments, may prepare news and feature copy, write headlines, and plan layout of news items in sports section of newspaper.

Hostee 349.868

Participates, as social partner, in dancing, dining, drinking, or conversation with patrons to increase business of public dancehall. Collects tickets or fees from patrons for time spent in their company.

Sports Announcer 159.148

Broadcasts impromptu description of sporting events during actual observation or retells information telegraphed to broadcasting station. May interview sports or public personalities during or at conclusion of event.

Ticket Taker 344.868

Collects admission tickets and passes from patrons at entertainment events. Examines ticket or pass to verify authenticity. Refuses admit-

tance to patrons without ticket or pass, or whom he believes undesirable for such reasons as being intoxicated or improperly attired. May direct patrons to their seats. May distribute door checks to patrons temporarily leaving establishment. May count and record number of tickets collected. May be designated as GATEMAN or TURNSTILLE ATTENDANT when collecting tickets at open-air event.

Dance Instructor (CHOREOGRAPHER) 151.028

Instructs pupils in ballet, ballroom, tap, and other forms of dancing: Observes students to determine physical and artistic qualifications and limitations and plans programs to meet students' needs and aspirations. Explains and demonstrates techniques and methods of regulating movements of body and feet to musical or rhythmic accompaniment. Drills pupils in executive of dance steps. May be designated according to style of dancing taught as TEACHER, BALLET; INSTRUCTOR, BALLROOM DANCING; INSTRUCTOR, TAP DANCING. May be employed by ballet company to train corps de ballet, and be designated BALLED MASTER.

Dancer 151.048

Performs dances alone, with partner, or in groups, such as corps de ballet or chorus ensemble, to entertain audience: performs classical, modern, or acrobatic dances, coordinating body movements and facial expressions with musical accompaniment to express theme of dance. Rehearses dance routines developed by CHOREOGRAPHER. May perform original dances. May sing and provide other forms of entertainment. May specialize in particular style of dancing and be designated according to specialty as ACROBATIC DANGER; BALLET DANCER; BALLROOM DANCER; CHORUS DANCER, INTERPRETATIVE DANCER; TAP DANCER.

Model 297.868

Models garments, such as dresses, coats, underclothing, swimwear, and suits, for garment designers, BUYERS II sales personnel and customers: Dresses in sample or completed garments. Stands, turns, and walks to demonstrate features, such as garment quality, style, and design, to observers at fashion shows, private showings, and retail establishments. May inform prospective purchasers as to model, number, and price of garments and department where garment can be purchased. May select own accessories.

Public Relations Manager 165.063

Plans and directs advertising and public relations programs to promote a favorable publicity and create good will, working in financial, retail, or similar business establishments: Arranges for advertising in newspapers, and on radio and television, purchasing space or time required. Writes news or human interest stories dealing with company activities and personnel or company-sponsored events for newspaper release. Writes script for advertising on radio or television. Plans special exhibits, lectures,

contests, or luncheons to promote goodwill and business services. Organizes clubs, such as stamp, coin, or book clubs, to stimulate interest of public.

Sound-Truck Operator 299.848

Drives light truck equipped with public-address system through city streets. Broadcasts announcements over system for advertising or publicity purposes. May play electrical transcriptions of musical selections or announcements.

Housekeeper 321.138

Supervises work activities of cleaning personnel to insure clean, orderly, attractive rooms in hotels, hospitals, and similar establishments: Assigns workers their duties, and inspects work for conformance to prescribed standards of cleanliness. Inventories stock to insure adequate supplies. Investigates complaints regarding housekeeping service and equipment, and takes corrective action. Examines rooms, halls, and lobbies to determine need for remodeling, and makes recommendations to management. May screen applicants, train new employees, and recommend dismissals.

Locker-Room Attendant 358.878

Assigns dressing room facilities, locker space or clothing containers, and supplies to patrons of athletic or bathing establishment: Issues dressing room or locker key. Receives patron's clothing-filled container, furnishes claim check, places container on storage shelf or rack, and returns container upon receipt of claim check. Issues athletic equipment, bathing suit, or supplies, such as soap and towels. May arrange for valet services, such as clothes pressing and shoeshining. May collect soiled linen and perform cleaning tasks, such as mopping dressing room floors and washing shower room walls. May collect fees for use of facilities, equipment, or supplies.

Restroom Attendant 358.878

Serves patrons of lavatories in store, public building, hotel, or similar establishment by providing soap and towels, brushing patrons' clothing, shining shoes, sewing on loose buttons, and performing related services. Scrubs lavatory floor, walls, mirrors, and fixtures, using brushes, detergent, and water. Replenishes restroom supplies. May administer first aid to ill or injured patrons. Feminine titles: REST-ROOM MAID.

RADIO AND TELEVISION
OCCUPATIONS FOR PERSONS WITH
AN INTEREST OR TALENT IN MUSIC AND ART

Composer 152.088

Creates and writes musical compositions: Invents melodic, harmonic, and rhythmic structures to express ideas musically within circumscribed musical form, such as symphony, sonata, or opera. Translates melodies, harmonies, and rhythms into musical notes and records notes on scored music paper.

Commercial Artist 141.081

Draws and paints illustrations for advertisements, books, magazines, posters, billboards, and catalogs: Studies design layout or proposed sketch, and selects techniques, such as pen and ink, watercolor, pastels, scratchboard, tempera, or oils, best suited to produce visual effect and design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specialization as ADVERTISING ILLUSTRATOR; BOOK ILLUSTRATOR; CATALOG ILLUSTRATOR; MAGAZINE ILLUSTRATOR; POSTER ARTIST.

Interior Designer 142.051

Plans and designs artistic interiors for homes, hotels, ships, commercial and institutional structures, and other establishments: Analyzes functional requirements, moods, and purpose of furnishing interior, based on client's needs and preferences. Devises harmonious color scheme and sketches plans of rooms showing arrangement of furniture and accessories. Estimates cost and amount of materials required and presents plans to client for approval. Selects and purchases decorative and functional materials and accessories, such as furniture, lighting fixtures, and pictures, or creates original designs for furnishings to conform with decorative scheme. Directs workers painting wall, laying carpets, installing fixtures and draperies, and arranging furniture and accessories in position.

Photographer 143.062

Photographs persons, motion pictures sets, merchandise, exteriors and interiors, machinery, and fashions to be used in advertising and selling: Arranges equipment, such as lighting, screens, and shades, and moves objects, such as backdrops and props, to obtain desired effects. Loads film in film holders. Sets camera for correct angle and distance, adjusts lens for focus, and places negative plate in camera. Removes slide from plate, and squeezes lens-shutter bulb to open lens shutter and expose plate. Mixes solutions and chemicals

used in developing plates and films and printing positives. Enlarges, reduces, and intensifies prints. May take portraits.

Draftsman 017.281

Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes, according to specified dimensions: Makes final sketch of proposed drawing, checking dimension of parts, materials to be used, relation of one part to another, and relation of various parts to whole structure. Makes any adjustments or changes necessary or desired. Inks in all lines and letters on pencil drawings as required. Exercises manual skill in manipulation of triangle, T-square, and other drafting tools. Lays tracing paper on drawing and traces drawing in ink. Draws charts for representation of statistical data. Draws finished designs from sketches. Utilizes knowledge of various machines, engineering practices, mathematics, building materials, and other physical sciences to complete drawings.

Lay-Out Man 141.081

Plans page layouts of illustrative material, such as sketches, photographs, and diagrams, for use in preparing newspaper advertisements, books, and technical manuals: Apportions space and roughly arranges positions of illustrations. Determines sizes of illustrations to be used to obtain maximum clarity and most desirable effect. Indicates positions of illustrative materials on layout by sketching appropriate lines. Marks worksheets with explanatory legends for letter-press printing. May select illustrations and direct activities of art personnel in preparing drawings, cartoons, and similar materials to accompany printed copy, being designated SUPERVISOR, PUBLICATIONS PRODUCTION.

Cameraman 143.062

Operates television camera to photograph scenes for broadcast: Discusses dramatic effects, mood, and photographic composition of scenes to be broadcast with DIRECTOR, PROGRAM I. Directs CAMERAMAN, ASSISTANT to position camera dolly. Observes scenes through camera monitor and adjusts camera lens to maintain scenes in focus. Moves levers to alter angle or distance of shot as directed by DIRECTOR, PROGRAM I or DIRECTOR, TECHNICAL. Suggests improvements in artistry of shots.

Singer 152.048

A term applied to one who gives expression to harmony, melody, and rhythm or music by means of human voice. May be known according to voice range, as baritone, contralto, soprano, tenor.

Choreographer 151.028

Creates original dances for ballet performance, musical show, or revue to be performed on stage, on television, in motion pictures, or in nightclubs, and instructs performers: Originates choreography designed to suit subjects, suggest story, interpret emotion, or enliven musical

show, coordinating dance with music to produce desired effect. Develops dance routines or ballet formations for chorus ensemble or corps de ballet. Trains and rehearses members of chorus and individual performers in dance originated. May direct and stage dance presentation.

Drama Coach 150.028

Coaches amateur or professional performers in drama techniques: Conducts impromptu readings to evaluate performer's abilities. Adapts suitable training methods based on professional competence of performer. Instructs and drills performer in camera or stage techniques, script analysis, characterization, vocal techniques, and interpretation of role in dramatic productions. Advises performer regarding basic wardrobe, grooming, and manner to prepare him for professional contacts. Teaches correct methods and techniques in preparing for impromptu readings and in auditioning for specific parts in plays. May be known according to field of specialization as SCREEN COACH; THEATER COACH.

Advertising Designer 141.081

Designs advertising layouts for newspaper, magazine, television, poster, direct mail, and billboard advertisements: Studies illustrations and photographs submitted by client, or sketches illustrations following client's specifications, to plan designed layout. Paints or draws comprehensive (sample of finished advertisement) for approval of client or other advertising personnel. Arranges drawings and photographs in well-balanced artistic layout, deciding physical arrangement of and size and style of type to be used for printed copy. Suggests additions to or changes in advertising copy and design in final layout to improve presentation.

Advertising Man 164.068

Plans, or assists in planning, advertising program to promote sale of company's products: Consults with company officials, sales department, and advertising agency to develop promotional plans. Prepares advertising brochures and manuals for publication. Reviews and proofreads layout and copy before advertisement or brochure is printed. May write copy, do layout work, prepare sales kits, set up displays, and write sales outline for use by sales staff, or direct other workers performing these duties.

Display Man 298.081

Displays merchandise, such as clothes, accessories, and furniture in windows and showcases, and on sales floor to attract attention of prospective customers: Constructs decorative properties from wood, fabric, glass, paper, and plastic, using handtools. Arranges properties, mannequins, furniture, and backdrop according to prearranged plan or using own ideas. Places price and descriptive signs on backdrop, fixtures, or floor. May dress mannequins for use in displays and be designated according to area trimmed or decorated as INTERIOR-DISPLAY MAN; SHOWCASE TRIMMER WINDOW TRIMMER.

Display Designer 142.051

Designs artistic effects for outside displays, such as street decorations, fairgrounds, and building decorations, using flags, cloth, and crepe paper, and directs workers erecting these displays. Contracts for such decorating projects.

Music Critic 132.088

Writes critical reviews on merits of literary or artistic works for newspapers or periodicals: Reads books, attends art exhibits, or stage, screen, and musical performances, and forms critical opinions of them based on knowledge, judgment, and experience. Writes criticisms, usually making comparisons with other works or productions, and discussing such pertinent factors as artistic motif, expression, and technique. May be designated according to major field of interest as ART CRITIC; BOOK CRITIC I; DRAMA CRITIC; MOVIE CRITIC; MUSIC CRITIC.

Studio Musician 152.048

Plays one or more musical instruments in recital, in accompaniment, or as member of orchestra, band or other musical group: Studies and rehearses scores. Plays music, either reading score or by memory, manipulating keys, bow, valves, strings, or percussion devices, depending on type of instrument being played. May improvise or transpose music. May compose or arrange music. May be designated according to instrument played as BELL RINGER; CALIOPE PLAYER; DRUMMER; HARPIST; ORGANIST; PIANIST; VIOLINIST. May play accompaniment to SINGER or to another MUSICIAN, INSTRUMENTAL and be designated as ACCOMPANIST.

Clothes Designer 142.081

Creates designs and prepares patterns for new types and styles of men's women's, and children's wearing apparel or knitted garments: Roughly sketches outline of pattern on printed forms. Draws various parts of garment to full scale on sheet of paper, using ruler and drawing instruments. Cuts out drawings with scissors to make pattern for experimental garment. Writes specifications for garment, describing construction, color scheme, and type of fabric to be used. Examines experimental garment on model and makes any necessary changes to pattern. Shows new styles to salemen at style shows and sales meetings that are held at plant or throughout country. Makes frequent trips to various garment centers to keep in touch with new styles. May be designated according to clothes designed as MEN'S CLOTHING DESIGNER; WOMEN'S CLOTHING DESIGNER.

Cartoonist 144.081

Draws cartoons for publication to illustrate highlights of news topics in a satirical or humorous manner: Obtains idea for cartoon from reading and study of news items. Confers with editor on policy

and method of presentation. Sketches drawing in pencil on cardboard or paper and completes cartoon by filling in lines and shadings with ink, pen, and brush. Forwards complete cartoon to engraving department. May be designated according to type of cartoon drawn as EDITORIAL CARTOONIST; SPORTS CARTOONIST.

Musical Instrument Repairman 730.281

Repairs percussion, stringed, and wind instruments.

Actor 150.048

Portrays role in dramatic production to interpret character or present characterization to audience: Rehearses part, learning lines and cues as directed. Interprets comic or serious parts by speech and gesture. May sing and dance. May specialize in portraying particular type of part and be designated CHARACTER ACTOR; JUVENILE; LEADING MAN.

Professional Dancer 151.048

Performs dances alone, with partner, or in groups, such as corps de ballet or chorus ensemble, to entertain audience: Performs classical, modern or acrobatic dances, coordinating body movements and facial expressions with musical accompaniment to express theme of dance. Rehearses dance routines developed by CHOREOGRAPHER. May perform original dances. May sing and provide other forms of entertainment. May specialize in particular style of dancing and be designated according to specialty as ACROBATIC DANCER; BALLET DANCER; BALLROOM DANCER; CHORUS DANCER; INTERPRETATIVE DANCER; TAP DANCER.

Painter 144.081

Paints detail and shade on colored glass previously waxed-up (assembled in original pattern) to complege design of windows used in churches, momorials, and residences, utilizing knowledge of art, protraiture, and effect of light and shade on glass: Accents mosaic design by darkening hair, painting out background around heads, hands, and feet, and marking features of face, folds of drapery, and other details, using artist's brush and ground glass mixes with enamel, copper, or iron oxide. Stains back of painted glass pieces prior to or after firing by KILNMAN, using silver chloride.

RADIO AND TELEVISION
OCCUPATIONS FOR PERSONS WITH
AN INTEREST OR TALENT IN ECONOMICS

Reporter 132.268

Collects and analyzes facts about news-worthy events by interview, investigation, or observation, and writes newspaper stories conforming to prescribed editorial techniques and format: Reports to scene of beat or special assignment, as directed. Interviews persons and observes events to obtain and verify story facts and to develop leads for future news items. Takes notes and reads publicity releases, copies of speeches, or similar materials to facilitate organization and writing of story. Types or writes story, referring to reference books, newspaper files, or other authoritative sources to secure additional relevant facts that may influence viewpoint of story. Refers stories to supervising editor for approval. Receives and evaluates news tips and suggestions for future stories. Monitors police and fire radio communications to obtain news story leads. May transmit details of news items to REWRITE MAN II, using telephone. May take photographs to illustrate stories. May specialize in one type of story, such as sports events, fires, accidents, political affairs, court trials, or police activities. When not assigned to specific beat is known as GENERAL-ASSIGNMENT REPORTER.

Public Relations Man 165.068

Plans and conducts public relations programs designed to procure publicity for groups, organizations, or institutions through such media as magazines, newspapers, radio, and television: Selects and assembles publicity material that accords with organizational policy. Writes news releases and submits photographs to newspapers. Writes scripts for radio and television presentation, such as spot announcements, cooperative broadcasts, or educational programs, to promote facilities, services, and activities of organization. Directs advertising campaigns in newspaper and magazines, or on radio and television, purchasing space or time as required. Assigns and approves art work, such as posters, signs, or displays. Participates in community and civic programs. May edit material and direct preparation of organization publications. May direct public opinion polls to obtain information on effectiveness of advertising and public relations programs. Feminine title: PUBLIC-RELATIONS WOMAN.

Business Manager 187.118

Manages functions of labor unions, such as relations of union with public, press, and employers, promoting membership, placing union

members in jobs, arranging details of meeting, hiring halls, and obtaining speakers. Negotiates with management on hours, wages, individual grievances, and other matters affecting employees. May assist in developing plant operations, such as production, safety and health measures.

Business Agent 191.118

Manages affairs of entertainers and negotiates with BOOKING AGENT or PRODUCERS to arrange for engagements: Negotiates with officials of unions, motion picture or television studios theatrical productions, or entertainment house for contracts and financial return to be received for engagements. Manages business details for tours and engagements. Advises clients concerning contracts, wardrobe, and effective presentation of act, using knowledge of show business. Obtains reservations for transportation and hotel accommodations. Represents clients in public contacts, such as handling fan mail, telephone inquiries, and requests for personal appearance on behalf of charitable organizations.

Bookkeeper 210.388

Keeps records of financial transactions of establishment: Verifies and enters details of transactions as they occur or in chronological order in account and cash journals from items, such as sales slips, invoices, check stubs, inventory records, and requisitions. Summarizes details on separate ledgers, using adding machine, and transfers data to general ledger. Balance books and compiles reports to show statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertinent to operation of business. Calculates employee wages from plant records or time cards and makes up checks or withdraws cash from bank for payment of wages. May prepare withholding, Social Security, and other tax reports. May compute, type, and mail monthly statements to customers. May complete books to or through trial balance. May operate calculating and bookkeeping machines.

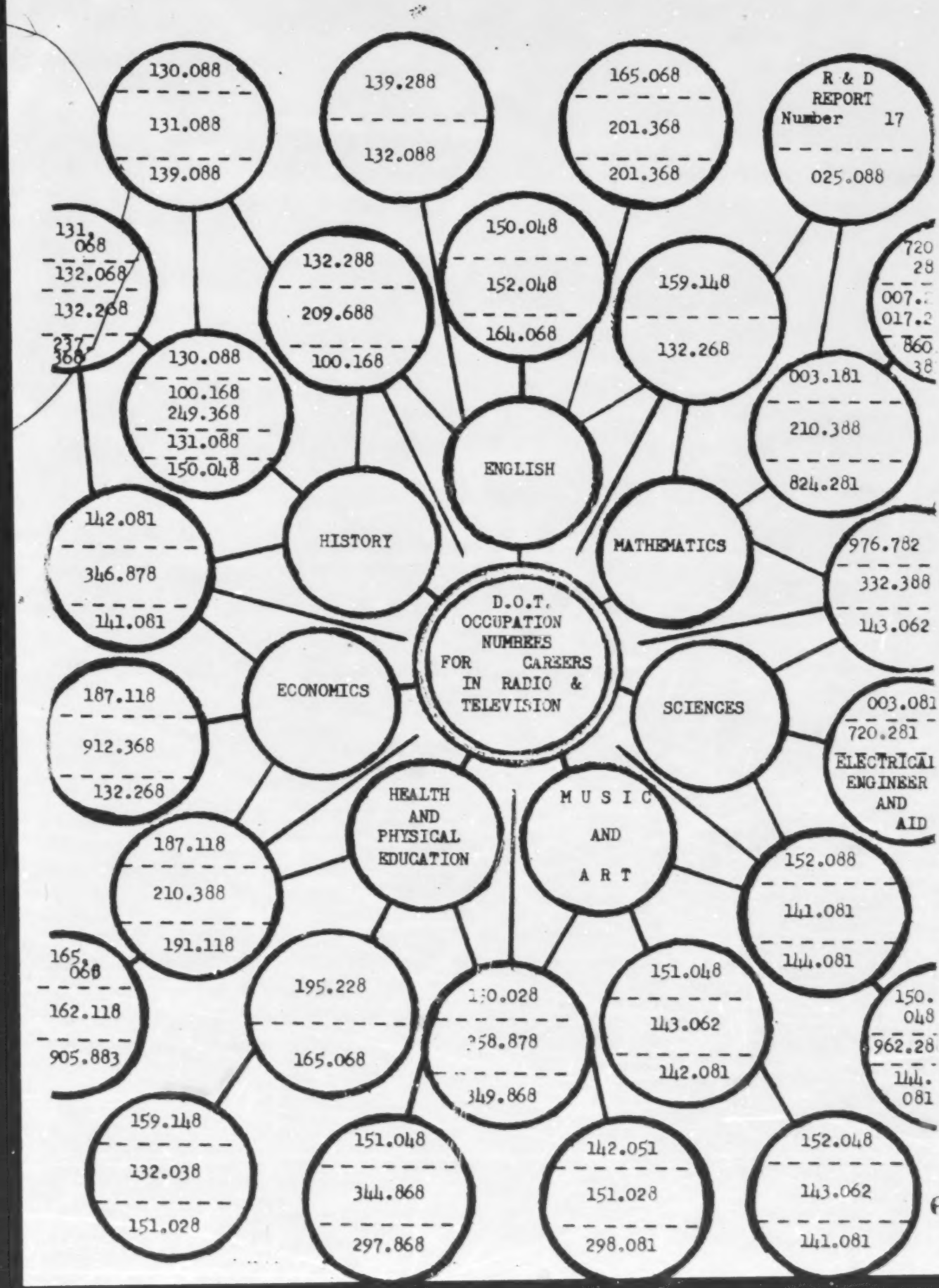
Tractor Trailer Truck Driver 905.883

Drives truck with capacity of more than 3 tons, performing duties as described under TRUCK DRIVER, LIGHT: When driving truck equipped for specific purposes, such as fighting fires, digging holes, and installing and repairing utility company lines, may be designated FIRE-TRUCK DRIVER; HOLE-DIGGER TRUCK DRIVER; TOWER-TRUCK DRIVER. When specializing in making deliveries may be designated DELIVERY-TRUCK DRIVER, HEAVY.

Contract and Order Administrator 162.118

Directs activities concerned with contracts for purchase or sale of equipment, materials, products, or services: Examines estimates of

material, equipment, and production costs, performance requirements, and delivery schedules to insure completeness and accuracy. Prepares bids, process specifications, test and progress reports, and other exhibits that may be required. Reviews bids from other firms for conformity to contract requirements and determines acceptable bids. Negotiates contract with customer or bidder. Requests or approves amendments to or extensions of contracts. Advises planning and production departments of contractual rights and obligations. May compile data for preparing estimates. May coordinate work of sales department with production and shipping department to implement fulfillment of contracts. May act as liaison between company and subcontractors. May direct sales program.


D.O.T. OCCUPATION NUMBERS FOR CAREERS IN RADIO & TELEVISION
ENGLISH
HISTORY
MATHEMATICS
ECONOMICS
SCIENCES
HEALTH AND PHYSICAL EDUCATION
M U S I C AND A R T
ELECTRICAL ENGINEER AND AID
R & D REPORT Number 17
025.088
130.088
131.088
139.088
139.288
132.088
165.068
201.368
201.368
131.068
132.068
132.268
237.368
132.288
209.688
100.168
130.088
100.168
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131.088
150.048
150.048
152.048
164.068
159.148
132.268
720.28
007.2
017.2
860.38
003.181
210.388
824.281
142.081
346.878
141.081
976.782
332.388
143.062
187.118
912.368
132.268
003.081
720.281
187.118
210.388
191.118
152.088
141.081
144.081
165.068
162.118
905.883
195.228
165.068
150.028
258.878
349.868
151.048
143.062
142.081
150.048
962.28
144.081
159.148
132.038
151.028
151.048
344.868
297.868
142.051
151.028
298.081
152.048
143.062
141.081

ACADEMIC CLUSTERS

ENGLISH

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 100.168 | LIBRARIAN |
| 130.088 | POET |
| 131.088 | PLAYWRIGHT |
| 132.088 | ADVERTISING COPYWRITER |
| 132.268 | REPORTER CORRESPONDENT |
| 132.288 | BOOK CRITIC |
| 139.088 | HUMORIST |
| 139.288 | TECHNICAL WRITER |
| 150.048 | ACTOR-ACTRESS |
| 152.048 | SINGER-ORCHESTRA LEADER |
| 159.148 | RADIO AND TELEVISION ANNOUNCER |
| 164.068 | EXPLOITATION MAN |
| 165.068 | PUBLIC RELATION MAN |
| 201.368 | SECRETARY-STENOGRAPHER-TYPIST |
| 209.388 | FILE CLERK |
| 209.688 | PROOFREADER |

HISTORY

| | |
|---|---|
| 100.168 | LIBRARIAN |
| 109.288 | RESEARCH ASSISTANT |
| 130.088 | NOVELIST |
| 131.068 | NEWS ANALYST, BROADCAST |
| 131.088 | PLAYWRIGHT |

Continuation: ACADEMIC CLUSTERS

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 132.068 | NEWS SPECIALIST |
| 132.088 | CRITIC |
| 132.268 | REPORTER |
| 141.081 | ILLUSTRATOR |
| 142.081 | CLOTHES DESIGNER |
| 150.048 | ACTOR-ACTRESS |
| 187.118 | RECREATION SUPERVISOR |
| 237.368 | INFORMATION CLERK |
| 249.368 | LIBRARY ASSISTANT |
| 346.878 | STUDIO WARDROBE ATTENDANT |
| 912.368 | RESERVATIONS AGENT |

ECONOMICS

| | |
|---|---|
| 132.268 | REPORTER |
| 162.118 | CONTRACT AND ORDER ADMINISTRATOR |
| 165.068 | PUBLIC RELATIONS MAN |
| 187.118 | BUSINESS MANAGER |
| 191.118 | BUSINESS AGENT |
| 210.388 | BOOKKEEPER |
| 905.883 | TRACTOR-TRAILER TRUCK DRIVER |

Continuation: ACADEMIC CLUSTERS

## HEALTH AND PHYSICAL EDUCATION

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 132.038 | SPORTS EDITOR |
| 151.028 | DANCE INSTRUCTOR (CHOREGRAPHER) |
| 151.048 | DANCER |
| 159.148 | SPORTS ANNOUNCER |
| 165.068 | PUBLIC RELATIONS MANAGER |
| 195.228 | RECREATION DIRECTOR |
| 297.868 | MODEL |
| 299.848 | SOUND-TRUCK OPERATOR |
| 321.138 | HOUSEKEEPER |
| 344.868 | TICKET TAKER |
| 349.868 | HOSTESS |
| 358.878 | LOCKER-ROOM ATTENDANT |
| | RESTROOM ATTENDANT |

## LANGUAGE ARTS - MUSIC AND ART

| | |
|---|---|
| 017.281 | DRAFTSMAN |
| 091.168 | MUSIC SUPERVISOR |
| 100.388 | MUSIC LIBRARIAN |
| 130.088 | LYRIC AND SONG WRITER |
| | POET VERSIFIER |
| 132.038 | EDITOR |
| 132.088 | MUSIC CRITIC |
| 141.081 | COMMERCIAL ARTIST |
| | ADVERTISING DESIGNER |
| | LAYOUT MAN |

Continuation: ACADEMIC CLUSTERS

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 142.051 | INTERIOR DESIGNER |
| | DISPLAY DESIGNER |
| 142.081 | CLOTHES DESIGNER |
| 143.062 | CAMERAMAN |
| | PHOTOGRAPHER |
| 144.081 | CARTOONIST |
| | PAINTER |
| 150.028 | DRAMA COACH |
| 150.048 | ACTOR-ACTRESS |
| 150.088 | ARRANGER OF MUSIC |
| 150.948 | DRAMATIC READER |
| 151.028 | CHOREOGRAPHER |
| 151.048 | PROFESSIONAL DANCER |
| | CHORUS GIRL |
| | DANCER |
| 152.048 | STUDIO MUSICIAN |
| | CHORAL DIRECTOR |
| | CHOIR DIRECTOR |
| | CONCERT SINGER |
| | MUSICAL ENTERTAINER |
| | MUSIC DIRECTOR |
| | ORCHESTRA LEADER |
| | POPULAR SINGER |
| | RADIO or TV DIRECTOR |

Continuation: ACADEMIC CLUSTERS

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 152.088 | COMPOSER |
| | ORCHESTRATOR |
| 159.048 | COMEDIAN |
| 159.148 | RADIO AND TV ANNOUNCER |
| 163.118 | PROMOTION MANAGER |
| 164.068 | ADVERTISING MAN |
| 298.081 | DISPLAY DESIGNER |
| 730.281 | MUSICAL INSTRUMENT REPAIRMAN |
| | PIANO TECHNICIAN |
| 730.381 | PIANO TUNER |
| 963.288 | SCRIPT READER |

SCIENCES

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 003.081 | ILLUMINATING ENGINEER |
| 025.288 | WEATHER OBSERVER |
| 143.062 | PHOTOGRAPHER |
| 332.271 | COSMETOLOGIST |
| 720.281 | TELEVISION SERVICE AND REPAIRMAN |
| 823.281 | RADIO-TV REPAIRMAN |
| 824.281 | ELECTRICAL ENGINEER |
| 976.782 | FILM DEVELOPER |

Continuation: ACADEMIC CLUSTERS

## MATHEMATICS

| D.O.T. NUMBERS | OCCUPATIONAL TITLE |
|---|---|
| 003.181 | ELECTRONIC TECHNICIAN |
| 017.281 | COMMERCIAL DRAFTSMAN |
| 025.088 | METEROLOGIST |
| 210.388 | BOOKKEEPER |
| 720.281 | RADIO REPAIRMAN |
| 824.281 | ELECTRICIAN |
| 860.381 | CARPENTER |

## RADIO AND TV MATERIALS

### SOURCES

CC - CHILDREN'S CATALOG. Ed. by Rachel Shor and Estelle A. Fidell. 11th Ed., 1966, Wilson. And SUPPLEMENTS: 1967, 1968, 1969.

ESLC - ELEMENTARY SCHOOL LIBRARY COLLECTION. Ed. by Mary V. Gaver. 4th ed., 1968. Bro-Dart Foundation. And SUPPLEMENT: March, 1969.

Adley, Irving and Ruth Adler. FIBERS. Day, 1964, 2.86 (3-5) "Introduces the many kinds of natural and man-made fibers in use today and describes the processes of manufacture; spinning, weaving, knitting and rope-making."

Allen, Betty and Mitchell P. Briggs. MIND YOUR MANNERS. Lippincott, 1964, 4.95 (6) "Pointers on good manners at home and as a house guest..." ESLC.

The American Girl. THE AMERICAN GIRL BEAUTY BOOK. Random, 1964, 1.95 (6) "Good grooming and personal hygiene are the foundation stones of pre-teen and teen-age beauty." ESLC

Ames, Lee J. DRAW, DRAW, DRAW. Doubleday, 1962, 2.50 (4-6) "Easy-to-follow instructions and step-by-step examples for the would-be artist." ESLC

Archer, Elsie. LET'S FACE IT: A GUIDE TO GOOD GROOMING FOR NEGRO GIRLS. Lippincott, 1968, 4.95 (6) "Gives counsel on proper clothes, grooming, and health, and makes suggestions for employment of leisure time as well as...pointers when seeking a job." CC

Beery, Mary. MANNERS MADE EASY. McGraw, 1966, 5.75 (6) "Comprehensive handbook includes information on good grooming, personal cleanliness, clothing...on how to show consideration for others..." ESLC

Bendick, Jeanne and Robert Bendick, TELEVISION WORKS LIKE THIS. Whittlessey, 1965, 3.50. (4-6) "Informal and lively explanation of how your television programs originate, who engineers and directs them, and by what means they appear on your screen." ESLC

Birkner, Heinrich. SCREEN PRINTING. Sterling Publishing Company, Gr. 4-6, 4.39. An inexpensive way to paint designs on textiles, cardboard, paper, glass, plastics, or metal using a screen of silk or other fabric as a stencil to which artwork has been transferred. The technique has been used for many years but recent improvements in ink and other new materials have changed the craft substantially. Mr. Birkner illustrates with photographs each step in stenciling and inking - from building a frame to actual hand printing. The finished products, work done by professional artists and children, are shown in full color.

Buchheimer, Naomi. LET'S GO TO THE LIBRARY, Putnam, 1957, Gr. 1-3, 2.25. When you go to the library, you will be able to read about make-believe or real places and people. The librarian will tell you about "call numbers" and how books are put on shelves so that you can find them."

Buchheimer, Naomi. LET'S GO TO A TELEVISION STATION, Putnam, 1958, Gr. 1-3, 2.25. When you watch television in your home, all you see are the actors. In a television studio, you will see the director, the floor manager, the cameramen and all others who are behind the scenes, using the equipment.

Busby, Edith. BEHIND THE SCENES AT THE LIBRARY. Dodd, Mead, 1960, 2.25 (4-6) "An introduction to various types of libraries, what happens before the books get on the shelves, and many of the services which a library ought to give." ESLC

Carlson, Bernice W. THE RIGHT PLAY FOR YOU. Abingdon Pr., 1960, 3.00 (4-6) "Very practical suggestions for writing plays and for adapting stories and legends into play form, as well as directions for production."

Cooke, David C. BEHIND THE SCENES IN TELEVISION. Dodd, Mead, 1967, 3.25. (4-6) "The reader follows a show from the time an idea originates through rehearsals, set and costume design, to its presentation on the air". ESLC

Commins, Dorothy B. ALL ABOUT THE SYMPHONY ORCHESTRA AND WHAT IT PLAYS. Random, 1961, 1.95 (4-6) "The story of the symphony orchestra; the instruments, the conductor, and the music which is played. Included are notes about composers, and a good index." ESLC

Donohue, Jody. YOUR CAREER IN PUBLIC RELATIONS. Messner, 1967, Gr. 4-6, 3.75. This survey of public relations field offers guidelines to the young person who is in the process of choosing a career. Advice is given on the education needed, how to break into the field and the opportunities available.

Eberle, Irmengarde. THE NEW WORLD OF FABRICS. Dodd, Mead, 1964, 2.99 (4-5) "Clear explanation of how we use and manufacture woolen, silk, cotton, and linen fabrics; additional sections on man-made fibers such as asbestos and new ones like nylon. The steps in manufacture of yarns and fabrics are also covered." ESLC

Elting, Mary. TRUCKS AT WORK. Harvey House, 1962, 2.95 (1-4) "Descriptions of many kinds of trucks and trailers, the loads they haul, and the way drivers arrange their routes." CC

Ficarotta, Phyliss. SEWING WITHOUT A PATTERN. Sterling Publishing Co., Gr. 4-6, 2.69.
Simple methods for making buttonholes and zippers, waistbands, gathers and pleats, and necklines.

Fisher, Leonard Everett. THE CABINETMAKERS. Watts, 1966. Gr. 4-6, 3.75. The history and technique of colonial cabinetmaking, and the woods, tools, styles and skills required for good craftsmanship.

Foster, G. Allen. ADVERTISING: ANCIENT MARKET PLACE TO TELEVISION. Criterion Books, 1967, 4.95. (6)
"Basic elements of advertising techniques from prehistoric times to the advanced methods of today..." ESLC

Glassner, Sherwin S. and Edward N. Grossman, HOW THE AMERICAN ECONOMIC SYSTEM FUNCTIONS. Benefic Press, 1968, 2.60 (4-6) "How goods and services are produced and distributed in the American capitalistic system is described in conjunction with an explanation of the organization of one-man businesses, partnerships and corporations." ESLC

Gordon, George N. YOUR CAREER IN TV AND RADIO. Messner, 1966, Gr. 4-6, 3.75. "Discusses the opportunities for the manifold jobs available in TV and Radio. Provides glimpses of actual program productions and of various personalities in the field. Lists scholarships available, schools offering degrees in TV and/or Radio, and educational TV stations."

Greene, Carla. TRUCK DRIVERS: WHAT DO THEY DO? Harper & Row, 1967, 1.95 (1-2) "Truck drivers in the city and truck drivers on the open road, how trucks work for us and the activities of the truck driver are described in this easy-to-read book..." ESLC

Grey, Elizabeth. BEHIND THE SCENES IN A FILM STUDIO. Roy, 1966, 3.25 (6) "The answers to...questions on film making can be found in this---glimpse into the movie industry." ESLC

Hirschfeld, Burt. YOUR CAREER IN THEATRE. Messner, 1963, Gr. 4-6, 3.75. "This book directs itself to those young people who want to get into the theatre. It emphasis is on now the theatre is organized and works - not just on acting. It is something more than just a career book, and will interest those for whom theatre is just a hobby."

Hoffman, E. and Hefflefinger, J. ABOUT FRIENDLY HELPERS AROUND TOWN. Melmont, 1967, Gr. 1-3, 2.25. Includes the milkman, plumber, TV-repairman, garbage collector and others.

Howard, Vernon. PUPPET AND PANTOMIME PLAYS. Sterling, 1962, 2.95 (3-5) "How to make puppets, build puppet theatres and create puppet shows. Directions for pantomimes are included for both puppet and human actors." ESLC

Jacobs, Helen Hull. BETTER PHYSICAL FITNESS FOR GIRLS. Dodd, Mead, 1964, 3.25 (3-6) "Describes simple exercises for health and grace." ESLC

Kahane, Melanie. THERE'S A DECORATOR IN YOUR DOLL HOUSE. Atheneum, 1968, 9.95 (2-6) "The elements of decoration are taught through explicit and detailed instructions on the decoration and design of doll houses." ESLC

Knight, David C. LET'S FIND OUT ABOUT WEATHER. Watts, 1967, 2.65 (1-3)
"A simply written test about the causes of weather and how it affects our lives...Included is a section on weather forecasting." ESLC

Lazarus, Harry. LET'S GO TO A CLOTHING FACTORY. Putnam, 1961, Gr. 1-3, 2.75. This book will show you mass production techniques. You will see the people who design your clothes, those who cut the pieces, and those who sew them together.

Leavitt, Jerome E. CARPENTRY FOR CHILDPEN. Sterling Publishing Company. Gr. 4-6 3.99. "All projects pretested for school use. The new, inexperienced carpenter will make a finished object in which he can take pride."

Leavitt, Jerome E. CARPENTRY FOR CHILDREN. Sterling, 1967, 2.95 (3-5)
"Easy step-by-step instructions with clear diagrams and illustrations introduce the notice to the proper use of tools..." ESLC

Lehr, Paul E. and others. WEATHER; AIR MASSES - CLOUDS - RAINFALL - STORMS - WEATHER MAPS - CLIMATE. Golden Press, 1965, 3.95 (4-6)
"Basic facts about the weather ... Includes weather forecasting, meterological instruments, weather maps, and average weather conditions in United States." ESLC

Loeb, Robert H. MANNERS FOR MINORS. Association Press, 1966, 3.95 (6)
"Discusses personal appearance, behavior at home and in public, good sportsmanship and prejudice, attitude toward school and homework, reasons for writing and speaking correctly." ESLC

Logsdon, Richard H. LIBRARY CAREERS. Walck 1963, Gr. 4-6. 3.75. A librarian may choose among different types of libraries and the type of work she wishes to do within the library. Describes the scope of preparation, requirements, and rewards. A history of libraries and library work as well, and a projection into future developments in libraries. Gives a list of accredited library schools.

Mann, Roland. CAREERS IN BUSINESS MANAGEMENT. Walck 1963. Gr. 4-6, 3.75. "Explores the variety of career possibilities in business management, pointing out the demands and drawbacks and benefits. Discusses the preparation needed for such a career and gives a picture of the business world today."

Mergendahl, T. E. WHAT DOES A PHOTOGRAPHER DO? Dodd 1965, Gr. 4-6, 2.75. Describes the work of different kinds of photographers; advertising, industrial, portrait, news, scientific studies, artistic, and others, and illustrates the use of several cameras, films, lighting and exposure techniques, and studio setups.

Meshover, Leonard. YOU VISIT A NEWSPAPER - TELEVISION STATION. Benefic Press, 1965, 2.00 (1-3)
"Black and white photographs take the young reader on a tour through a newspaper office and a television station showing the various phases of work involved in the production of a newspaper and a television program." ESLC

Meyer, Jerome S. THE FIRST BOOK OF MECHANICAL DRAWING. Watts, 1963, 2.65 (6) "A presentation of the rudiments of drafting, dimensioning, and section views, perspective and isometrics, shop drawing and lettering." Huntting

Murray, Donald M. THE WORLD OF SOUND RECORDING. Lippincott, 1965, 3.50 (5-6) "Reviews the history...and explains the modern industry: how records are made, the wide range of subject matter, the engineers and technicians who make them possible, and how artists are selected and their performances set up." ESLC

Neal, Harry Edward. YOUR CAREER IN ENGINEERING. Messner 1960. Gr. 4-6, 3.75. "Explains the kinds of work done in civil, mechanical, hydraulics, mining, electrical, and agricultural engineering, including procedures and problems of specific projects. Information on requirements, opportunities and salaries."

Rice, Susan (ed). CHILDREN ARE CENTERS FOR UNDERSTANDING MEDIA. Washington, D.C.: Association for Childhood Educational International, 3815 Wisconsin Avenue, 1973. Contains articles on creative filmmaking for children, a diary-like account to help children perceive themselves in a nonverbal way and information about beginning photography. (K-6) 3.95.

Sootin, Laura. LET'S GO TO A NEWSPAPER. Putnam 1956. Gr. 1-3, 2.75. This book will show you how a newspaper is produced. You will see reporters, editors, teletype machines and presses and appreciate the work involved in producing a daily paper.

Taylor, Theodore. PEOPLE WHO MAKE MOVIES, Doubleday, 1967, 3.95 (6) "Movie-making requires the talents of many people, only a small percentage of whom are actors." ESLC

Ward, John Owen. CAREERS IN MUSIC. Walck, 1968, Gr. 4-6, 3.75. A detailed account of various musical careers available, qualification and training necessary, salary prospects and chances for advancement.

Weiss, Harvey. PENCIL, PEN AND BRUSH: DRAWING FOR BEGINNERS. Young Scott Books, 1961, 3.95 (4-6) "Architects, engineers, carpenters, and cartoonists as well as other artists, painters, and sculptors use pen and pencil to explain an idea." ESLC

Wilkinson, Jean and Ned. COME TO WORK WITH US IN A TV STATION. Putnam, Gr. K-3, 3.38.
Youngsters see children at work in a large New York TV studio.

Wolfe, Louis. LET'S GO TO A WEATHER STATION. Putnam, 1959, Gr. 1-3, 2.75. A visit to the weather station will introduce you to the men who predict the weather and the instruments they use - barometers, anemometers, ceilometers and thermometers.

Young, Miriam. IF I DROVE A TRUCK. Lothrop, 1967, 3.50 (K-1) Fic. "A little boy considers the different kinds of trucks he would like to drive when he grows up. He reviews the possible advantages of milk delivery, ice cream, sprinkler, dump, telephone repair and fire trucks, horse vans, snowplows, etc." CC